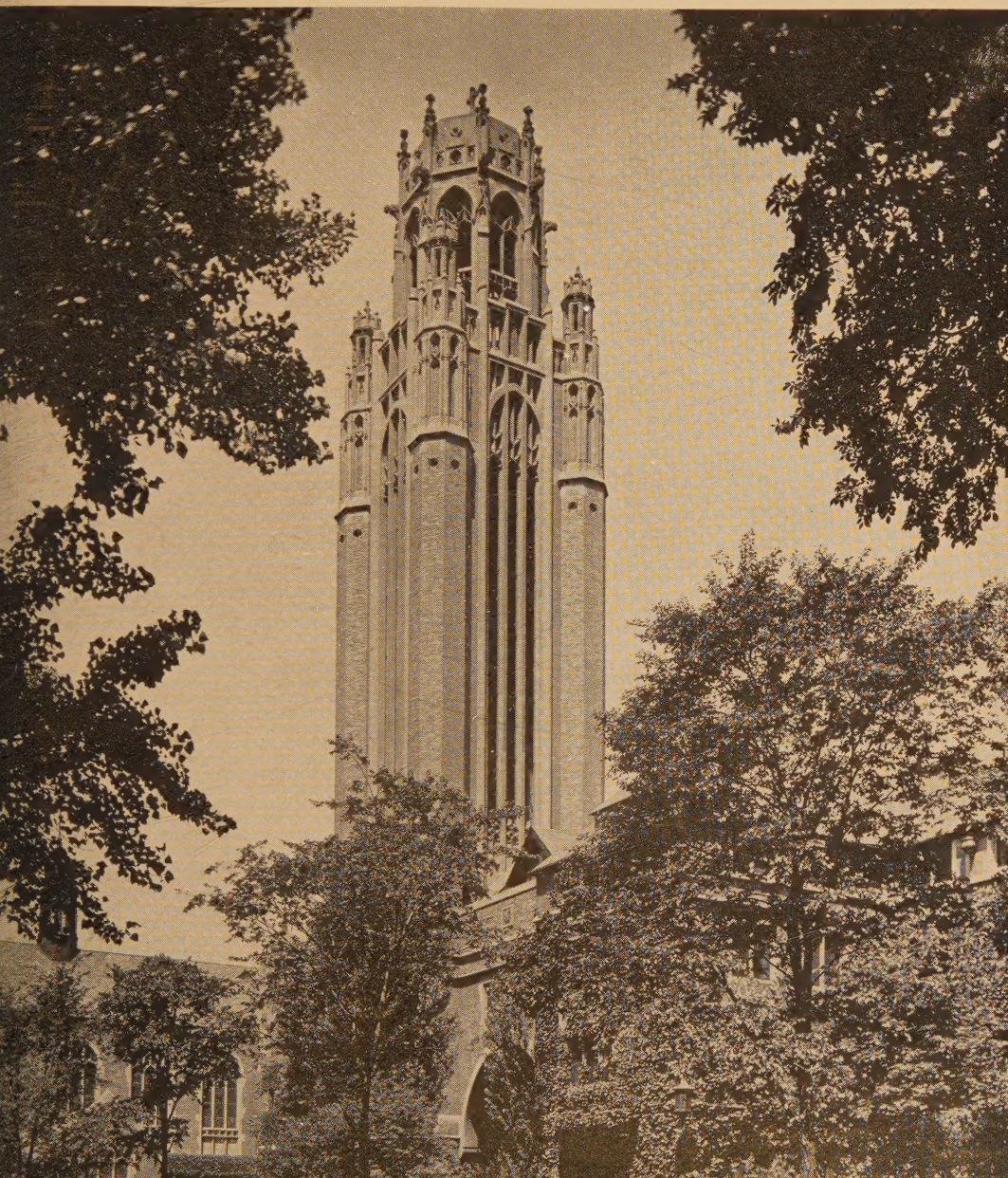


THE CHICAGO THEOLOGICAL SEMINARY

Register

944-45

CATALOGUE NUMBER



Calendar

1944

June 15 Thursday	C.T.S. Commencement
June 19 Monday	Registration for Summer Quarter
June 20 Tuesday	SUMMER QUARTER BEGINS
July 24-Aug. 5	Pastors' Summer Institute
July 28 Friday	End of First Term Summer Quarter
July 31 Monday	Second Term Summer Quarter begins
Aug. 23 Wednesday	Tuition Scholarship Applications
Sept. 9 Saturday	Summer Quarter ends
Sept. 18-23	Field Work Institute for First-Year Students
Sept. 23 Saturday	AUTUMN QUARTER BEGINS: REGISTRATION
Sept. 26 Tuesday	Classes meet
Oct. 28 Saturday	Approval of D.B. and A.M. Thesis Subjects; Application for A.M. Degree Candidacy
Nov. 23 Thursday	Thanksgiving Day: a holiday
Nov. 28-Dec. 1	C.T.S. Comprehensive Examinations
Dec. 1 Friday	Tuition Scholarship Applications
Dec. 16 Saturday	Autumn Quarter ends

1945

Jan. 2 Tuesday	WINTER QUARTER BEGINS
Feb. 5-9	Ministers' Week
Feb. 25 Saturday	Tuition Scholarship Applications
Mar. 23 Friday	Winter Quarter ends
Mar. 26 Monday	SPRING QUARTER BEGINS: REGISTRATION
April 1 Sunday	Easter
April 17 Tuesday	Complete first draft of theses due
May 22 Tuesday	Final draft of theses due
June 5 Tuesday	Theses to Librarian for binding
June 14 Thursday	C.T.S. Commencement
June 15 Friday	University Convocation
June 15 Friday	Spring Quarter ends

THE CHICAGO THEOLOGICAL SEMINARY REGISTER

VOLUME XXXIV

MAY 1944

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THE CHICAGO THEOLOGICAL SEMINARY

REGISTER

CATALOGUE NUMBER

EIGHTY-SIXTH ACADEMIC YEAR

1943-1944

ANNOUNCEMENTS FOR THE SESSIONS OF

1944-1945



ALBERT W. PALMER, D.D., LL.D., LITT.D., *President*

5757 UNIVERSITY AVENUE

CHICAGO 37

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The Federated Theological Faculty of the University of Chicago

(By action of the Board of Directors of The Chicago Theological Seminary this is also the Faculty of the Seminary.)

JAMES LUTHER ADAMS, A.M., S.T.B., Professor of the Psychology and Philosophy of Religion.
EDWIN EWART AUBREY, D.B., PH.D., D.D., Professor of Christian Theology and Ethics.
ALBERT EDWARD BARNETT, D.B., PH.D., Professor of New Testament Ethics.
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MERVIN M. DEEMS, PH.D., Professor of Church History.
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BERNARD MACDOUGALL LOOMER, PH.D., Assistant Professor of Ethics.
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ROBERT CASHMAN, Lecturer on Church Business Administration.
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BARRETT SPACH, D.MUS., Lecturer on Church Music.
VON OGDEN VOGT, A.M., D.B., L.H.D., Lecturer on Religion and Art.

II. IN THE DIVINITY SCHOOL

RUSSELL L. DICKS, B.D., Visiting Lecturer (Summer, 1944).
SAMUEL I. FEIGIN, PH.D., Assistant Professor of Cuneiform and Judaic Parallels.

III. IN MEADVILLE THEOLOGICAL SCHOOL

JOHN C. WILCOX, Lecturer in Speech.

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(The following members of the Federated Theological Faculty constitute the Administrative Council of the Seminary.)

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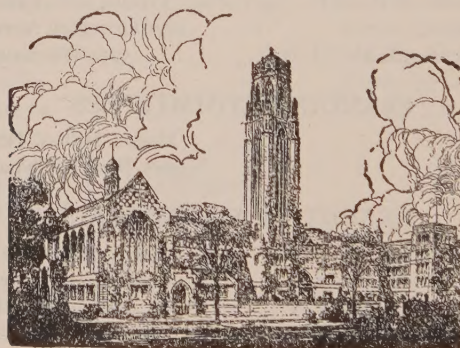
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 Buildings and Grounds



General Information

PURPOSE AND HISTORY

The Chicago Theological Seminary was founded in 1855 by a group of Congregational ministers and laymen "to furnish instruction to young men preparing for the Gospel ministry," according to its charter, and was to be "equally open to all denominations of Christians"—a very forward-looking provision for that day. It has sought to live up to the pioneer spirit of its founders by constantly developing new features in Christian education to meet changing needs. Foreign-language institutes were maintained at one time to train leadership for the large immigrant population in the eighties. Dr. Graham Taylor, a pioneer in Christian social work, was brought to Chicago in 1892 for his lifework as professor of Christian economics in this Seminary. More recently the Seminary has pioneered in the clinical study of personality problems, in church and community surveys, both urban and rural, and in utilizing the religious values of art and drama, literature, and music. It also provides practical laboratory experience for students through carefully supervised field work.

The Seminary is a member of the American Association of Theological Schools. It has also been examined and is accredited by the Accreditation Commission of that association.

The Congregational Training School for Women, incorporated in 1909 to meet the increasing demand for women with professional training for religious work, was merged with the Seminary in 1926.

In 1943 the Federated Theological Faculty of the University of Chicago, in which the Seminary shares, was set up. A brief description of this co-operative plan follows.

THE FEDERATED THEOLOGICAL FACULTY

Ever since 1915, when, at the invitation of the University of Chicago, the Seminary moved to its present site adjacent to the University campus, it has enjoyed a close affiliation with the University. This relationship found expression in common academic standards, joint chapel services, and the privilege of using the classrooms of Swift Hall; in library and student health service privileges; in jointly supporting the same instructor in speech; and, more recently, in a system of exchange professors. Inevitably there grew up a desire for a more effective co-operation. This resulted in the establishment, on July 1, 1943, of the Federated Theological Faculty of the University of Chicago.

By this federation all full-time faculty members of the Seminary, together with all full-time faculty members of Meadville Theological School and the Disciples Divinity House, as well as of the Divinity School of the University, became members of the University Faculty and serve as one common teaching body for all

four schools, their courses being equally available to the students of all the schools. This gives a large and varied faculty and a wide range of courses, as a study of the offerings in this catalogue will reveal. In addition, each school is free to supplement this Federated Faculty by lecturers and part-time instructors of its own.

Other provisions of this federated relationship are that all students register as students of the University, as well as in their respective schools, and pay full University tuition. Each school is at liberty, however, to provide such tuition scholarships and other aids as it may see fit. Common entrance requirements are agreed upon, and the D.B. degree will be awarded by the University in co-operation with each school concerned. Other degrees—the A.M. and Ph.D.—are awarded by the University. All students have complete University privileges as to libraries, gymnasiums, and health service. Each school retains the right to control the requirements for its D.B. degree, but there will be a common core or basic group of courses, comprising approximately two-thirds of the requirements for that degree, which will be identical in all four schools.

Aside from these provisions for a common federated faculty and a common core of requirements for two-thirds of the work toward the D.B. degree, each school retains its own complete institutional identity, recruits and supervises its own students, runs its own finances and business affairs, has its own library and dormitories, and provides for its own student life and activities. The academic administration of each school is carried on by an Administrative Council composed of its President or Dean and such other members as are named by its governing Board. This new plan has some features analogous to the organization of Oxford University, where a group of semi-independent colleges with deeply cherished individual traditions operate harmoniously within the framework of a great university. This federated faculty plan has been so set up, however, that, should necessity arise, it can be dissolved on three years' notice and each school return to completely independent life and operation.

LOCATION AND BUILDINGS

The Seminary has a strategic location at Fifty-eighth Street and University Avenue, immediately adjacent to the University of Chicago and seven miles southeast of the business section of Chicago known as the "Loop." It is one block north of the Midway Plaisance, halfway between Washington and Jackson parks, and about one mile from Lake Michigan.

The main building of the Seminary, completed in 1928 and pictured on the cover of this catalogue, embodies several units as follows: Graham Taylor Assembly Hall, including the offices of business administration; Henry M. Hooker Hall, with library, stack rooms, and faculty offices; Clarence Sidney Funk Cloisters; Victor Fremont Lawson Tower; Thorndike Hilton Memorial Chapel; and two residence halls for men, Davis Hall and Fisk Hall—the latter including the Joseph Henry George Commons. Across Woodlawn Avenue are the two residence halls for women—Fensham House and Woodlawn House. Still farther east on Fifty-eighth Street is the president's residence, and, beyond that, Kimbark House and Montgomery Hall, which have apartments for married students.

GOVERNMENT

The government of the Seminary is in accordance with the provisions of two documents, namely, the charter, which is a permanent instrument, and the constitution, which is subject to revision.

By the terms of the charter twenty-four men and their successors were "created a body politic and corporate, to be styled 'The Board of Directors of The Chicago Theological Seminary,' and by that name and style to remain and have perpetual succession, with full power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real and personal, to have and use a common seal, to alter and renew the same at pleasure, to make and alter a Constitution and By-Laws for the conducting and government of said Institution, and fully to do whatever may be necessary to carry out the object of this act of incorporation."

The charter also gives the directors "power to confer such degrees as are consistent with the object of the Institution."

According to the constitution (including amendments to June 7, 1927), the Board of Directors calls a convention every third year "for the purpose of electing Directors, and for the purpose of transacting such other business as the interests of the Seminary may require." The next Triennial Convention will meet in 1945.

Under the authority of the charter the constitution further provides for an Executive Committee of twelve elected from the Board of Directors. The Executive Committee conducts the affairs of the corporation in the interim between the corporation's meetings.

The constitution also provides that "all matters pertaining to academic management shall be determined by the Faculty, with the approval of the Board of Directors." (Under the new Federated Theological Faculty plan, academic management now rests with the Administrative Council.)

The Board of Visitors is chosen, one each, by the State Conferences of Congregational Churches of the states represented at the Triennial Convention. They visit the Seminary annually and make reports to their respective Conferences concerning its condition.

REQUIREMENTS FOR ADMISSION

All students must be admitted through the office of the Registrar of the Seminary, but their applications must also be approved by the Committee on Admissions of the Federated Theological Faculty. For these application forms the prospective student should address the office of the President of the Seminary. Notification of admission will be issued after these applications have been accepted by the University and by the Seminary committee designated for this purpose.

The minimum academic entrance requirement is the equivalent of graduation from the College of the University of Chicago, except that a limited number of special students who are not working for a degree may be admitted, by vote of the Administrative Council, without meeting this requirement.

The Seminary also requires two acceptable character testimonials and a credential of church membership.

Pretheological courses.—Students who expect to enter the Seminary are advised to take the following courses in college: biology, 1 course; economics, 1 course; English composition, 2 courses; English literature, 2 courses; general history, 2 courses; foreign language (preferably modern), 2 courses; philosophy, 1 course; psychology, 1 course; social psychology, 1 course; sociology, 1 course. If, on entering the Seminary, students are deficient in any of these courses, the deficiency must be made up by courses in the University.

Within the first two weeks after entrance, students are expected to secure a health examination through the Student Health Service of the University.

Relationship with Selective Service.—Normally, regular full-time theological students in seminary are classified IV-D. Rulings regarding pretheological students still in college have been so changeable that prospective students are urged to secure from the Seminary the latest information available by a personal letter asking for up-to-date details.

FEES AND EXPENSES

Each student registering in the Seminary pays quarterly a registration fee of \$3.00, a health fee of \$3.00 to the University, and a library and incidental fee of \$35.00 to the Seminary. Diploma fee, on graduation, is \$10.00. If a hood is desired, it may be purchased through the Seminary for \$5.00. Since all students also register as students of the University, they must pay full University tuition of \$100 per quarter. The Seminary, however, will provide tuition grants to cover this item for students who maintain satisfactory standards of work (see the paragraph on "Tuition Grants" on p. 13) and whose economic condition requires it.

For students living in the Seminary's residence halls, the care of room (including daily service, bedding, furniture, heat, and light) is \$35.00 per quarter (\$60.00 per quarter for all non-Seminary students). A limited number of double rooms is available at a quarterly charge of \$30.00 to Seminary students. Smaller double-decked double rooms are available at \$25.00 to C.T.S. students.

To married students, the Seminary offers furnished quarters (three of which have kitchen and dinette facilities) for fifteen couples. Rates are from \$22.50 to \$35.00 per month.

Other expenses vary according to individual standards of living. Meals may be secured at the University of Chicago Commons (cafeteria) or at near-by restaurants at about \$9.75 per week. Seminary students also conduct a Co-operative Dining Club at Woodlawn House, which is open to both men and women. The cost of board here is approximately \$6.75 per week. (Meals are not served Saturday evenings or all day Sunday.) The Co-operative provides a limited number of full- and part-time board jobs for Seminary students.

Room and incidental fees are payable quarterly, in advance, at time of registration. Failure to pay fees promptly leads to penalties and may also result in the refusal of admission to classes. Fees may not be charged against stipends or scholarships but must be paid as separate transactions.

After the fifth day of the quarter, to secure enrolment in the Seminary, the consent of the Director of Studies and the payment of a penalty fee of \$5.00 for late registration are required.

STUDENT EXPENSES

(An Estimate Based on Costs in 1943-44)

	Per Quarter	Three Quarters
University tuition.....	\$100.00*	\$300.00*
Registration fee.....	3.00	9.00
Health fee.....	3.00	9.00
Library and incidental fee.....	35.00	105.00
Care of room, light, and heat.....	35.00	105.00
Laundry and pressing.....	20.00	60.00
Incidentals, carfare, recreation.....	25.00	75.00
Meals.....	81.00	243.00
Total.....	\$302.00	\$906.00

* See paragraph on "Tuition Grants," p. 13.

STUDENT FIELD WORK

The field-work plan.—Field work provides opportunity under competent supervision for the integration of classroom instruction and theory with practical experience. Three units of field work are required for graduation, appropriate projects to be assigned or approved according to the individual preparation and needs of students:

1. The "Field-Work Course" (P.T. 311) is normally taken during the student's first three quarters in the Seminary. Field-work assignments required for the course may be secured under the Annual Field-Work Stipend or as part-time employment in positions approved by the Director of Field Work.

2. The second unit consists of approved full-time work for a regular summer period of approximately ten weeks according to field conditions. Such employment may be secured under Student Summer Service through the Board of Home Missions, or in other work designed to advance the competence of the student in preparation for the ministry. For such summer projects each student will register in the spring, attend a preparatory institute, submit systematic and regular reports, and participate in an autumn conference for review and evaluation.

3. The third unit of required field work may be arranged according to one of the following plans: (a) by a second summer of full-time service; (b) by at least two quarters of work while in residence as a pastor or assistant or by other appropriate forms of field service; or (c) through the required field work which accompanies certain courses in the Seminary curriculum, such as "'Frontiers in Religious Education" or "Urban Research."

This third required unit of field work may be adjusted or waived in cases of students receiving fellowships or advanced scholarships or for those who come to the Seminary with a satisfactory record of professional service elsewhere. It may also be waived at the discretion of the Seminary so that students may accelerate their programs of study during the present emergency.

Academic credit is not given for the second and third units, except as they are integral parts of regularly announced courses.

FIELD WORK OPPORTUNITIES FOR SELF-HELP

Field-work assignments.—Through its relationship with the churches, neighborhood houses, and settlements of the city, the Seminary is able to offer to a limited number of qualified students who maintain certain scholarship standards the opportunity to work as group leaders and counselors in both Sunday and weekday activities under the joint supervision of the Seminary and the respective institutions. An Annual Field-Work Stipend of \$240 for the academic year (paid in eight monthly instalments of \$30 each beginning November 1) is paid each student who is elected to work on this basis. In accepting such appointments, students agree to undertake no other remunerative work of professional nature but may arrange for supplementary support, with the consent of the Director, through employment in dining halls and in similar services about the Seminary and the University. These appointments are open, during their first year of residence only, to candidates for degrees who carry a full course and maintain a satisfactory scholarship record. The scholarship record of each student so appointed will be subject to quarterly review and must be maintained at the level required for graduation. Special students may receive such assignments only provisionally and by special vote of the Committee on Student Relations and Scholarships. All who receive such field-work assignments are members of the "Field-Work Course" (P.T. 311), which provides opportunity for report and discussion of situations met on the field. Preparation for this course and for assignment to a definite field of service will begin on the evening of Monday, September 18, when all members of the incoming class will report for the Field-Work Institute. This will provide a program of field trips to rural and city churches and to social institutions in the city, an introduction to work with church schools and young people's societies in the Chicago area, and guidance in planning individual programs of life and study in the Seminary.

Part-time positions.—The Chicago Congregational Union and the Seminary co-operate with certain churches in Chicago in the support of a limited number of students as pastors' assistants, directors of religious education, directors of work with boys and girls in neighborhood houses, and other forms of leadership. These positions carry a much larger measure of responsibility than ordinary field-work assignments and are open only to properly qualified students whose scholarship record is satisfactory and whose experience has been such as to prepare them for more exacting supervisory duties. These positions pay \$65 a month and normally are open to students during their second and third years of residence in the Seminary.

Student pastorates are available in a limited number. Ordinarily class sessions may be so scheduled that students can spend the week end on their fields even though at a considerable distance from Chicago. Such field work may be registered for supervision from the Seminary. These rural and town pastorates are open only to mature students of ability and experience.

The University's Bureau of Vocational Guidance and Placement maintains a part-time employment service available to Seminary students.

Research assistantships under the Department of Research and Survey of the

Church Federation of Greater Chicago, in co-operation with the Seminary's Professor of the Sociology of Religion, are available to specially trained persons who are qualified as advanced students.

RESEARCH AND SURVEY

The Seminary provides experience in the study and research of various types of urban communities and their churches through the Seminary's Professor of the Sociology of Religion in co-operation with the Chicago Congregational Union and the Department of Research and Survey of the Church Federation of Greater Chicago. Field work in these studies enables the minister of a church to analyze his church and his community and thus to sense the needs which should be met. A limited number of competent students develop this field of interest into a professional outlet. A certain number of research assistantships are available. In general, efforts are made to study all the various types of urban communities and their corresponding forms of religious life. The present emphasis is upon the effects of population movements due to war conditions and the problems incident to race relations.

GRANTS, SCHOLARSHIPS, AND FELLOWSHIPS

Tuition Grants.—Properly qualified students may receive on registration each quarter a tuition-grant voucher to cover the University tuition charge of \$100.00 but must be prepared to pay in cash to the University the registration fee of \$3.00 and also the student health service fee of \$3.00. Inasmuch, however, as the Seminary itself charges a library and incidental fee of \$35.00 a quarter, the student's net return on his tuition is in reality \$65.00, or about two-thirds of the total University charge. To be eligible for this tuition grant, a student must be accepted by the University Office of Admissions and by the Seminary and must have a satisfactory academic and field-work record and genuine economic need.

Six Entrance Scholarships, of \$700 each for the academic year, may be awarded to entering students of high scholarly attainments, nominated by their college presidents from the Senior class each year or from the preceding Senior class. Preference is given to students from Congregational colleges or to Congregational students from other colleges and universities.

Four Junior Fellowships, of \$700 each, may be awarded each year to students of outstanding scholarship and ability in the second- and third-year classes. Recipients of these junior fellowships will be assigned to various departments for special work. They are not to engage in outside activities for financial remuneration. These fellowships are entitled the Isbell, Newmann, Patton, and Davis junior fellowships.

The Mary B. Hibbard Curtis Research Scholarship of \$700 may be awarded to a student undertaking some definite research project.

Rural and Missionary Scholarships, paying \$50 a quarter, are awarded to a limited number of pastors of small churches to enable them to attend the Seminary.

A Hawaiian Scholarship of \$300 is normally awarded to a properly qualified student from the Hawaiian Islands.

One Foreign Missionary Fellowship may be awarded each year to some missionary home on furlough and nominated by the American Board.

The Ford and Blatchford Fellowships may be awarded in alternate years to

a member of each graduating class who has studied three years in the Seminary and whose work has shown distinct professional promise. These pay \$1,000 a year for one or two years and thus provide for graduate study, normally and preferably abroad.

One Radio Fellowship paying at least \$1,000 may be awarded to a qualified member of the graduating class each year to enable him to devote a year of special study in the field of Religious Radio. This fellowship is provided jointly by the Seminary, the Congregational Christian Board of Home Missions, and the National Broadcasting Company.

The Lucretia Ambrose Walker Prize of \$50, for the best essay on a topic set by the Department of Christian Theology.

LOANS

The Congregational Education Society lends money to approved students preparing for the Congregational ministry on an extended term repayment agreement. Temporary emergency loans on a strictly business basis, with a signed note and definite repayment date, may be made for small amounts by the Seminary, but only to meet very critical need.

RESPONSIBILITIES OF AIDED STUDENTS

Holders of scholarships are expected to serve as student aids and ushers on formal Seminary occasions and to set a high standard of study and intellectual endeavor.

It is also assumed that all who receive financial aid from the Seminary, either directly or indirectly, will recognize certain basic obligations as implicit in such a relationship. It goes without saying that among these, of course, are a personal life of the highest Christian character and a purpose to pass on any benefits received by gracious and unselfish service to others. Conscientious scholarship, loyal co-operation in the active life of the Seminary, attendance at its stated gatherings, and a constant effort to promote its *esprit de corps* are also ways in which an appreciative spirit will find expression.

THE EDUCATION OF WOMEN FOR CHRISTIAN SERVICE

Women are admitted to the Seminary upon the same terms as men and have equal opportunities in student field work and in becoming candidates for scholarships. The Seminary trains them for religious leadership as directors or teachers of religious education, church assistants, instructors in weekday religious education, missionaries, or social service workers.

The course of study for each student is worked out in the light of previous preparation and credits sought. The range of courses is wide, including religious education, drama, music, parish work, social ethics, worship, and survey courses in Bible, church history, and missions. Detailed descriptions of courses are given on later pages of this catalogue. Subjects not listed but needed for church work, such as stenography, may be secured outside the Seminary.

HAMMOND AND UNIVERSITY LIBRARIES

Hammond Library comprises 45,000 books and magazines and 8,000 pamphlets. The library unit consists of the reading-room and three levels of stacks im-

mediately below it. The stack rooms are provided with twenty individual compartments for the use of students and the Faculty. It is the special aim of Hammond Library to become the central repository for historical source materials relating to Congregationalism in the Middle West. Its most valuable collection, comprising 200,000 original letters, is the archives of the Congregational Home Missionary Society; as source materials for the history of American Christianity these letters rank among the most important in the country.

The University library and the libraries of the Divinity School and Meadville Theological School are also available to Seminary students for general theological study and for research. These libraries total over 1,500,000 bound and catalogued volumes.

THE ALDEN-TUTHILL LECTURESHIP

This foundation provides each year for a series of lectures upon the subject of religion on some frontier of modern life. In 1944 the lecturer was Dr. Douglas Horton, minister-general for the Congregational-Christian Churches, on "The Meaning of Christian Freedom." Earlier lecturers on this foundation were Professor Douglas V. Steere, of Haverford College, on "Practical Christianity in These Times"; Professor Kenneth Scott Latourette, of Yale Divinity School, on "The Churches and the Present Situation"; Dr. Fritz Kunkel, of the Pacific School of Religion, on "The Christian Life and Psychotherapy"; Professor Halford E. Luccock, of Yale Divinity School, on "A Minister's Workshop"; Professor John C. Bennett, of the Pacific School of Religion, on "Current Theological Perplexities"; Dean Willard L. Sperry, of Harvard Divinity School, on "The Public Prayers of the Church"; Dr. Arthur E. Morgan on "Business and Government"; Professor William E. Hocking on "Foreign Missions"; the Honorable Henry A. Wallace on "Religion and Agriculture"; Dr. Richard C. Cabot on "The Minister, the Doctor, and the Patient"; and Professor Richard Niebuhr on "The Kingdom of God in America."

THE INTERSEMINARY MOVEMENT

All students in the Seminary are members of the Interseminary Union of Chicago, which is composed of the students of twelve theological schools in and near Chicago. The Union is affiliated with the national Interseminary Movement, which is a part of the ecumenical church in spirit and relationship, being sponsored by the Joint Executive Committee of the Life and Work and the Faith and Order Movements, and the National Council of Student Christian Associations. The Chicago Theological Seminary has long been one of the active schools in the Union; its representatives on the Union council during the year 1944-45 will be Orlando Wiebe '45 and James Smucker '46.

Meetings held this past year included a religion and labor conference; a Seminary Day Program held at the Chicago Temple in co-operation with the Fiftieth Annual Meeting of the Foreign Missions Conference of North America; the annual meeting and banquet held at McCormick Theological Seminary, which was addressed by the national chairman of the Interseminary Movement, Dr. H. P. Van Dusen of Union Theological Seminary; and an "Interseminary Bull Session" held at Bethany Biblical Seminary.

Plans for next year include an expansion of work and program under the new executive secretary of the national movement, Mr. Robert Billheimer. Mr. Paul Dotson of McCormick Theological Seminary has been appointed as area secretary by the national office of the Interseminary Movement to help in this expanded program.

STUDENT ACTIVITIES

Physical development, fellowship, discussion, artistic expression, and spiritual devotion all find a place in Seminary life.

For the duration of the war the University has abandoned its intramural athletic program, but by means of a student Athletic Chairman, various athletic activities such as touch-football, basketball, handball, baseball, tennis, table tennis, swimming, wrestling, and boxing are sponsored for Seminary students.

"Kaffeeklatsch," held on occasional Tuesday evenings, provides opportunity for discussion of social, educational, and theological questions over a cup of hot chocolate. Wednesday afternoon teas, the Thursday evening fellowship dinner attended by students and faculty, and occasional formal and informal parties maintain a social balance to the strenuous curriculum.

The Seminary, the University, and the city are exceptionally rich in musical, dramatic, and other cultural opportunities. Students may take part in the productions of the Seminary Players, participate in radio programs, and sing in the Seminary choir.

The camaraderie of dormitory life offers every possible advantage for discussion groups and informal consideration of student problems. Woodlawn Eating Co-operative, the Seminary dining-hall, gives practical experience with some of the co-operative techniques for religious leaders. The Student Council, elected each quarter, offers opportunity for exercise of executive ability in student affairs.

The regular fall and spring retreats are occasions of great social and religious significance and bind the students and faculty into a closely knit fellowship.

The public expression of Seminary devotional life is arranged by a committee of students, with the help of two faculty members. This group plans the weekly Seminary vespers held on Wednesday afternoon in Graham Taylor Hall; the matins, a brief worship period before classes in the Thorndike Hilton Chapel; and other special events such as the Fall Worship Retreat. Services are also held at noon twice a week in Bond Chapel, the Seminary co-operating with the Divinity School in planning them. All these help to train students in conducting religious services and provide welcome periods of meditation and spiritual refreshment.

REQUIREMENTS FOR DEGREES

Students who entered the Seminary prior to July 1, 1943, should consult the catalogue number of the REGISTER for 1943-44, pages 19, 20, and 21, for the requirements for the degrees toward which they are working.

The following statements apply to all students who entered the Seminary at the beginning of the Summer Quarter, 1943, or thereafter. At that time the plan of the Federated Theological Faculty of the University of Chicago became effective.

I. THE BACHELOR OF DIVINITY DEGREE

This degree, awarded by the University of Chicago in co-operation with the Chicago Theological Seminary, will be granted to regular students who complete satisfactorily the full course and maintain an honorable character throughout. (See page 9 for "Requirements for Admission.")

Students from other theological schools may be given advanced credit based upon the standing of the schools and the character of the courses taken.

The requirements for this degree include (1) thirty units of credit (the thesis is counted as one of these credits); (2) two units of field work as specified in the section, "Student Field Work"; (3) the preparation of a satisfactory thesis; and (4) the passing of the comprehensive examinations based on the common-core.

The unit of credit is the satisfactory completion of a course of study requiring at least three fifty-minute periods of classroom work per week continued through twelve weeks. Some courses require only half this amount of work and are therefore called half-courses. As a rule, not more than three and a fraction courses may be taken in any one quarter for credit.

Students are expected to complete each course during the quarter in which it is taken. *An "incomplete" will be given only in exceptional cases due to illness or other contingency beyond the student's control. In such cases a student must secure the permission of his instructor to complete the work by a definite date during the following quarter of residence.*

The "common-core."—The articles of agreement setting up the Federated Theological Faculty of the University of Chicago provide that there shall be a common-core of studies constituting about two-thirds of the total curriculum in all four schools, leaving the remaining third to the direction of each individual school, largely for the free election of students in their fields of special interest.

This common-core is not a complete B.D. curriculum; it simply represents basic courses which all four schools agree upon as essential to ministerial training. In reviewing it, one must constantly remember that beyond these eighteen definitely established courses are eleven more, mostly free electives, which the student selects from anywhere in the catalogue with the counsel and approval of the Director of Studies.

The list of eighteen common-core courses, as adopted by the Federated Theological Faculty on March 13, 1944, is as follows:

1. The Work of the Pastor (*PT 314)
2. Preaching and Its Setting in Worship (*PT 300)
3. Modern Theories of Religious Education (*PT 349)
4. Religion and the Arts (*PT 328)
5. Church and Community (*PT 317)
6. The Church and the Social Order (*PT 342)
7. Professional Speech Training (*Sp 301)
8. Old Testament Literature and Interpretation I (*OL-OH 307)
9. Old Testament Literature and Interpretation II (*OL-OH 308)
10. New Testament Interpretation I (*NT 371)
11. New Testament Interpretation II (*NT 372)
12. History of Christianity to 1500 (*CH 301)

13. History of Christianity, 1500 A.D. to the Present (*CH 302)
14. Christianity in the Americas (*CH 303)
15. Outline History of Christian Thought (*CT 304)
16. Constructive Theology (*CT 302)
17. Philosophy and Psychology of Religion (*CT 363)
18. Living Non-Christian Religions (*CR 301)

Translated into schematic form, for Seminary students, this common core might be covered in the first two years as in the diagram below, or it may be arranged with only two-thirds common-core courses in the second year and one-third electives, leaving less than one-third common-core courses for the third year. This provides adaptability and elasticity after the first year to meet each student's individual needs.

	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER
FIRST YEAR	Old Testament I (*OL-OH 307)	Old Testament II (*OL-OH 308)	New Testament I (*NT 371)
	Church History I (*CH 301)	Church History II (*CH 302)	Church History III (*CH 303)
	Religious Education (*PT 349)	Church and Community (*PT 317)	Work of the Pastor (*PT 314)
	Field Work ¹ ($\frac{1}{3}$ C) (PT 311)	Field Work ¹ ($\frac{1}{3}$ C) (PT 311)	Field Work ¹ ($\frac{1}{3}$ C) (PT 311)
SECOND YEAR	New Testament II (*NT 372)	Philosophy and Psychology of Religion (*CT 363)	Constructive Theology (*CT 302)
	Speech (*Sp. 301)	Christian Thought (*CT 304)	Church and Social Order (*PT 381)
	Preaching and Its Setting in Worship (*PT 300)	Religion and the Arts (*PT 328)	Living Non-Christian Religions (*CR 301)

¹ Seminary requirement only. Not a part of common-core.

It should also be noted that:

1. If the Director of Study finds it advisable, qualified students may take certain advanced courses instead of certain fundamental courses of the B.D. common-core curriculum. In such cases, the student is specifically advised of the fact that the comprehensive examination presupposes the mastery of the fundamental theological disciplines.

2. All candidates for the B.D. degree must pass a comprehensive examination. It will not be a repetition or duplication of course examinations but an examination on (a) integrated fundamental knowledge within each of the four fields (Biblical, Historical, Theological, and Practical); (b) the correlation of the fields with each other; and (c) the student's ability to co-ordinate the fundamental theological education of the common-core curriculum in terms of the life and work of the church. This comprehensive examination will be given in the Fall Quarter.

3. In order to help the student to see the relevance of his studies for the work of the church, regular informal "colloquia" will be arranged for all first-year

students. These colloquia, which will be led by a panel of instructors representing various "fields," will review concrete church problems in the light of the studies of the "first-year" courses.

4. In due time syllabi will probably be prepared for all common-core courses, indicating their content and methodology.

Third-year course—and thesis.—During the quarter before the last three quarters of residence, the student shall, on consultation with the Director of Studies, select an adviser from the Administrative Council. With the adviser he shall select a field of concentration in which his thesis is to be written and define the thesis area, and shall outline a general program of courses for the last year. This program shall be submitted to the Instruction Committee for review and recommendation. No specific courses are prescribed for the B.D. degree beyond those in the common-core, except such as may be recommended by the adviser as essential to the writing of the thesis.

II. THE MASTER OF ARTS DEGREE

Students of the Seminary may become candidates for the Master of Arts degree given by the University of Chicago in any one of the four major fields—Biblical, Historical, Theological, or Practical. For details of the requirements for this degree see *Announcements* of the Divinity School for 1944-45. Students may not take a Master of Arts degree and a Bachelor of Divinity degree in the same field. Although it may be theoretically possible for a student to secure both an M.A. and B.D. in nine quarters of residence, it is not advisable to do so, partly because of the extra work involved in a second thesis and partly because the exigencies of the time schedule usually interfere with the selection of the courses appropriate for the two degrees within the nine quarters. Students therefore may expect, and are advised, to spend at least ten quarters, and preferably eleven, in residence if they expect to take both degrees. Where both degrees are sought, it is advisable to take the B.D. work first.

III. THE DOCTOR OF PHILOSOPHY DEGREE

Seminary students who wish to become candidates for the degree of Doctor of Philosophy awarded by the University of Chicago should consult the *Announcements* of the Divinity School of the University.

Courses of Instruction

GOALS FOR A MINISTER'S TRAINING

Every student for the ministry, by the time he graduates, should have:

1. *An understanding of the spiritual experience of the human race and especially of the Hebrew-Christian peoples;*
2. *An understanding of the interpretation of that experience by the philosophers and theologians;*
3. *An understanding of the religious needs, individual and social, of the present generation;*
4. *An understanding of the means of bringing the spiritual experience and the wisdom of the past, together with the resources of the living Christian faith, to serve the religious needs of the present generation.*

This Seminary is continually striving to adapt its curriculum to provide such an understanding. It has pioneered in the introduction of new features to meet the needs of succeeding generations. Hebrew and Greek have been made elective. Courses in Social Ethics, Sociology of Religion, Mental Health, Religious Education, Biography, Literature, Drama, and Music have been added to the traditional disciplines in Bible, Theology, Church History, and Homiletics; and these disciplines themselves have been reoriented in the light of contemporary needs. The following list of Courses of Instruction includes the combined offerings of the Federated Theological Faculty.

FIELDS OF INSTRUCTION

- I. BIBLICAL
 - A. Old Testament
 - B. New Testament
- II. HISTORICAL
 - A. Church History
 - B. History of Religions and Missions
- III. THEOLOGICAL
 - A. Historical Theology
 - B. Contemporary Theology
 - C. Philosophy of Religion
- IV. PRACTICAL
 - A. Preaching and Parish Ministry
 1. Preaching
 2. Speech
 3. Parish Ministry



Photo by Edward Ouellette, 1936

The Clarence Sidney Funk Cloisters



The Academic Procession at the Inauguration of the Federated



ical Faculty in Rockefeller Memorial Chapel, October 25, 1943



Photo by Alexander Ferguson, 1941

The Seminary Players in a Scene from Fred Eastman's Play, "Eternal Life"



The First Cabinet of the Federated Theological Faculty. Left to right: Albert W. Palmer, President of Chicago Theological Seminary; the late Sydney B. Snow, President of Meadville Theological School; Ernest C. Colwell, Dean of the Divinity School, University of Chicago; and Edward Scribner Ames, Dean of Disciples Divinity House.

- B. Social Ethics and Sociology of Religion
- C. Religious Education
- D. Religion and the Arts
 - 1. Biography, Literature, Drama
 - 2. Music
 - 3. Other Arts

Courses meet three times a week, corresponding to the wartime split schedule of the University of Chicago, in a Monday-Wednesday-Friday or a Tuesday-Thursday-Saturday sequence. Three courses or three courses and a fraction usually constitute full work for a quarter.

THE NUMBERING SYSTEM

According to the system employed in the University, courses numbered 201-99 are primarily of an introductory nature for students who have been admitted to a Division or a Professional School. Courses numbered 301-99 are designed primarily to introduce students to professional study or to furnish acquaintance with a method of work and a substantial body of information preparatory to greater specialization in a chosen field of interest. Courses numbered 401-99 are of a more highly specialized character, are devoted primarily to research, and are suited only to the needs of students who are seeking a higher degree in the field to which the course relates. Courses marked with an asterisk belong to the common-core.

THE UNIT OF INSTRUCTION

The "course" is the unit of instruction, comprising three lectures each week through the quarter, unless another schedule is indicated. A course announced as "C" is equivalent to one unit of instruction; " $\frac{1}{2}$ C," to one-half unit of instruction. Unless otherwise specified in course descriptions, one unit is understood. In general, listings for the Summer Quarter include a notation of the unit amount of instruction which the course comprises.

ABBREVIATIONS

In the course descriptions, the course numbers are preceded by abbreviations.

Bib—Bible	OL—Arch—Archeology
CH—Church History	OL—HC—Hellenistic Culture
CR—Comparative Religion	OL—OH—Oriental History
CT—Christian Theology	OL—OT—Old Testament
Mus—Music	PT—Practical Theology
NT—New Testament	Phil—Philosophy
OL—Aram—Aramaic	Sp—Speech

Courses having "S" or "M" prefixed to the number are given by *part-time* instructors in the Seminary or in Meadville, respectively; others are given by members of the Federated Theological Faculty.

Other abbreviations used in the course descriptions are: "Sum," "Aut," "Win," "Spr," for the Summer, Autumn, Winter, and Spring quarters; "prreq" and "equiv" for the words "prerequisite" and "equivalent."

I. THE BIBLICAL FIELD

To meet the need of the student for an understanding of the Bible and of the experience from which it came.

In these courses an opportunity is offered for study and research in language, literature, and interpretation of both the Old and the New Testaments, and the religious developments connected with the rise and preservation of the biblical writings. The courses dealing more specifically with the closely related historical phases of these developments have been listed in the Historical Field.

A. OLD TESTAMENT

*OL-OH 307. **Old Testament Literature and Interpretation I.** Hebrew history and literature down to 700 B.C. Aut: BOWMAN, PRUSSNER.

*OL-OH 308. **Old Testament Literature and Interpretation II.** A study of the history of Israel and of the Jews from 700 B.C. to 4 B.C. and of Old Testament literature subsequent to 700 B.C. Sum C ($\frac{1}{2}$ C either T). BOWMAN; Win: IRWIN, PRUSSNER.

OL-OT 301. **Hebrew Language I.** Aut: BOWMAN.

OL-OT 302. **Hebrew Language II.** Sum, Win: BOWMAN.

OL-OT 303. **Hebrew Language III.** A continuation of the elementary courses in Hebrew, with special emphasis on syntax and readings in the Book of Judges. Spr: IRWIN.

OL-OT 310. **Canaanite and Hebrew Inscriptions.** Win: BOWMAN.

OL-OT 322. **The Prophets (English Text).** An exegetical study of the books of the prophets, designed for the non-Hebraist. Spr: IRWIN.

OL-OT 411. **Advanced Hebrew Grammar.** A study of the relations, history, structure, and morphology of the Hebrew language in the light of general Semitic linguistics. Aut: IRWIN.

OL-OT 421. **Isaiah (Hebrew Text).** A critical and expository study of the work of the prophet Isaiah, based on the Hebrew text. Aut: IRWIN.

OL-OT 426. **Daniel (Hebrew Text).** Sum: BOWMAN.

OL-OT 435. **Ecclesiastes (Greek Version).** Prereq: Some knowledge of Hebrew. Sum [$\frac{1}{2}$ C 1st T]: MARCUS.

OL-OT 447, 448, 449, 450. **Old Testament Research.** Sum, Aut, Win, Spr: OLD TESTAMENT STAFF.

OL-Syr 301. **Elementary Syriac.** Aut: BOWMAN.

OL-HC 301. **Mandaic Texts.** Sum [$\frac{1}{2}$ C 1st T]: MARCUS.

OL-HC 302. **Jewish Schools and Sects at the Time of Jesus.** Aut: MARCUS.

OL-HC 303. **Readings in Josephus.** Aut: MARCUS.

OL-HC 305. **Hermetic Texts.** Win: MARCUS.

OL-HC 306. **Jewish and Greek Thought in the Septuagint.** Win: MARCUS.

OL-HC 402. **Seminar in Oriental and Greek Elements in Poseidonius.** Sum [$\frac{1}{2}$ C 1st T]: MARCUS.

OL-HC 403. **Seminar in the Manichaean Religion.** Aut: MARCUS.

OL-HC 404. **Seminar in Hellenistic Judaism.** Prereq: Greek and Hebrew. Win: MARCUS.

OL-Jud 301. **Pre-exilic Legal Systems.** C Sum: FEIGIN.

OL-Jud 311. **Hebrew Ancient Biblical Exegesis.** Spr: FEIGIN.

OL-Jud 321. **Targum of the Pentateuch.** Aut: FEIGIN.

OL-Jud 331. **Introduction to the Talmud.** Aut: FEIGIN.

OL-Jud 341. **Jewish Institutions.** Synagogue (origin, functions, cantor, torah, etc.); charities; community rabbinate; festivals and fasting days, their historic development and present-day practice. C Sum: FEIGIN.

OL-Jud 361. **Evolution of Judaism.** Requires no knowledge of an oriental language. Win: MANN.

OL-Jud 362. **Post-Biblical Literature; Mishnah.** Requires no knowledge of an oriental language. Aut: MANN.

B. NEW TESTAMENT

Bib 201. **Introduction to the Literature of Christianity I.** Discussion of books selected from the Old Testament, the New Testament, and Christian literature of the second century. Aut: WILDER.

NT 302. The Literature of the New Testament. The several books of the New Testament in relation to social problems in early Christian communities. A critical introduction to the study of the literature. Aut: WILLOUGHBY.

NT 304. Early Christianity in Its Gentile Environment. Gentile influences in first-century Palestine; the Hellenists of Jerusalem; the transition to the gentile environment; the consolidation of the new movement; conflict and the social triumph of the church. Win: WILLOUGHBY.

NT 307. The Ethical Teaching of Jesus. An exposition of the Synoptic account of what Jesus taught regarding the character and conduct that God approves in men. C Sum: BARNETT.

NT 308. Life and Religion of Jesus. Evaluation of the sources, chronology; Jesus' relation to his contemporaries; his ministry and his message; his conception of his mission. Win: COLWELL.

NT 310. The Life and Religion of Paul. The background, character, career, thought, and significance of Paul as they appear in Acts and the Epistles, with attention to recent estimates of the apostle. Win: WILDER.

NT 322. The Textual Criticism of the New Testament. Introduction to the materials, principles, and history of criticism, with practical exercises from facsimiles and manuscripts. Prereq: Greek. Spr: WIKGREN.

NT 328. History of Biblical Interpretation. A reading course. Win: IRWIN, WILDER, DEEMS.

NT 332. Jewish Literature of the Maccabean and Early Roman Periods. A survey of the "apocryphal" and pseudepigraphical writings of late Judaism; introduction to the Talmudic traditions and literature; Philo, Josephus, and Hellenistic Judaism. Spr: WILLOUGHBY.

NT 338. The Bible as Literature. Selected parts of the Bible studied with particular reference to the Hebrew literary genius, the literary influence of the English Bible, and the comparison of Hebrew with modern literature. Sum [$\frac{1}{2}$ C 1st T]: WILDER.

NT 340. The Greek of the New Testament. A systematic study of the syntax of the New Testament Greek with translation of documents incidental to this main purpose. Prereq: 2 courses in Greek. Aut: WIKGREN.

NT 346. Introduction to the Greek Papyri. A study of the nonliterary Greek documents with reference to the language and content of the New Testament. Translation of representative selections and practical exercises from facsimiles and original documents. Prereq: 2 courses in Greek. Win: WIKGREN.

NT 349. The Translation of the New Testament. Historical and critical consideration of the English versions and modern speech translations. Comparative study of various translations in selected passages. The art of translation. Prereq: Greek. Spr: WIKGREN.

NT 360. Gospel of John. Interpretation based on the English text. C Sum [$\frac{1}{2}$ C either T]: COLWELL.

NT 362. Interpretation of the Epistle to the Romans. A study of Paul's thought and experience on the basis of the first eight chapters of the Epistle in English. Prereq: 2 courses in New Testament. Spr: WILDER.

NT 363. New Testament Interpretation. An examination of the several books of the New Testament in their historical setting, with particular reference to the way in which they reflect the life and thought of the early church. C Sum: BARNETT.

NT 364. Interpretation of the First Epistle to the Corinthians. Exegesis of selected parts of the Epistle, with some attention to the practical problems of Gentile Christianity. Open to students working on either the English or Greek basis. Prereq: NT 363 or equivalent. Sum [$\frac{1}{2}$ C 1st T]: WILDER.

***NT 371. New Testament Interpretation I.** To acquaint the student with the historical values and religious message of the New Testament books, this course will deal with the first three Gospels and the life and teaching of Jesus. Attention is given to the origin and growth of these Gospels and to methods of study. Spr: WILDER, WIKGREN.

***NT 372. New Testament Interpretation II.** With the same purpose as NT 371, this course will deal with the remaining New Testament writings, and with the development of the life and thought of the early church. How the Bible came down to us is described in summary fashion. Aut: WILDER, COLWELL, WIKGREN.

NT 401. Research. Sum, Aut, Win, Spr: STAFF.

NT 412. Paul and Hellenism. A genetic study of Paul's religion in relation to his early Tarsian milieu, his contacts with primitive Christianity, and his later competition with gentile cults. Seminar. Prereq: Greek or Latin, French or German. Win: WILLOUGHBY.

NT 433. Hellenistic Judaism and Christian Origins. The literature, monuments, and institutions of Diaspora Judaism. How was it related to Palestinian Judaism, to Gentile culture, and to Christian beginnings? Seminar. Prereq: Greek or Latin, French or German. Aut: WILLOUGHBY.

NT 441. Early Christian Archeology. The variety, distribution, and character of early Christian monuments. Their contributions to the solution of historical problems. Seminar. Prereq: Greek or Latin, French or German. Spr: WILLOUGHBY.

NT 443. Research in the Syntax of New Testament Greek. Prereq: NT 340 or consent of instructor. Win: WIKGREN.

NT 450. New Testament Theology. Study of selected theological problems. Prereq: Consent of instructor. Win: WILDER.

COURSES IN THE BIBLICAL FIELD NOT OFFERED IN 1944-45

Bib 200. The Bible: Origin, Text, Translation, Interpretation.

OL-HC 392. Gnostic Literature: Greek and Oriental.

OL-HC 394. Josephus' "Contra Apionem" and Fragments of Hellenistic Jewish Apologetic Literature.

OL-HC 395. Readings in Mandaic Literature.

OL-HC 396. Selected Manichaean Texts.

OL-HC 397. Aspects of Hellenistic Culture.

OL-HC 398. Readings in Philo.

OL-HC 399. Readings in Plutarch.

OL-OT 311. The Religion of Israel.

OL-OT 312, 313. The Religion of the Hebrews II, III.

OL-OT 331. Introduction to Textual Criticism.

OL-OT 344. The Early Historical Literature: Samuel and the Kings.

OL-OT 346. The Pentateuchal Problem.

OL-OT 352. Targum of the Prophets.

OL-OT 353. Targum of the Writings.

OL-OT 357. Introduction to the Post-Tannaitic Midrashim.

OL-OT 422. Jeremiah.

OL-OT 423. Second Isaiah.

OL-OT 425. The Later Prophets.

OL-OT 427. Psalms (Hebrew Text).

OL-OT 428. Job (Hebrew Text).

OL-OT 429. Poetic and Didactic Literature III.

OL-OT 430. The Ras Shamra Inscriptions.

OL-OT 432. Amos and Hosea.

OL-Aram 301. Aramaic I.

OL-Aram 303. Papyri.

OL-Aram 304. Inscriptions.

OL-Aram 309. Epigraphy.

OL-Aram 401, 402, 403. Seminar in Aramaic Literature.

NT 305. Religion and the Common Man in the Early Christian Period.

NT 309. The Life of Jesus.

NT 312. Paul and His Gentile Milieu.

NT 326. The Formation of the New Testament.

NT 330. Introduction to a Critical Study of the Synoptic Gospels: Their Interrelations and Their Content.

NT 334. Apocalyptic Literature.

NT 339. The New Testament and Greco-Roman Literature.

NT 342. The Greek of the New Testament Period.

NT 345. Readings in the Septuagint.

NT 347. Readings in the New Testament.

NT 353. The Parables of the Synoptic Gospels.

NT 354. The Synoptic Gospels and Acts.

NT 355. The Earliest Gospel.

NT 359. Luke-Acts.

NT 361. Interpretation of the Letters of Paul.

NT 369. Mysticism in Early Christian Literature.

NT 408. Research in the Life of Jesus.

NT 410. Seminar: Problems in the Life of Paul.

NT 411. Textual Criticism of the New Testament.

NT 416. Seminar: Christianity and the Greco-Roman Religions.

- NT 426. Research in the Formation of the Bible.
 NT 428. Research in the History of New Testament Interpretation.
 NT 440. The Iconography of the Greek New Testament.

II. HISTORICAL FIELD

To meet the need of the student for an understanding of the Christian movement in itself and in relation to the history of civilization.

The Historical Field includes within its scope courses in the general history of religions, in the history of Hebrew and Jewish religion, and in the rise and expansion of Christianity.

A. CHURCH HISTORY

CH 200. Introduction to the Literature of Christianity II. Cyprian to John Calvin. Win: NICHOLS.

CH 201. Introduction to the Literature of Christianity III. A discussion of selected items of significant Christian literature from John Calvin to the present. C Sum [$\frac{1}{2}$ C either T], Spr: MEAD.

CH 260. History of American Culture, 1800-1860. Sum, Win: MEAD.

*CH 301. History of Christianity to 1500. The founding of the Church; growth of the movement in the East and West; the Church in the Middle Ages; scholasticism, the Great Schism, and the early reforming attempts. C Sum [$\frac{1}{2}$ C 1st T]: DEEMS; Aut: DEEMS, NEAL.

*CH 302. History of Christianity, 1500 A.D. to the Present (outside the Americas). The period of the Reformation; the rise of various Protestant communions; the period of Pietism, of the Enlightenment, and the nineteenth-century theological development, culminating in the ecumenical movement. Win: HUDSON, NEAL, LYTLE.

*CH 303. Christianity in the Americas. A survey of the rise and development of organized Christianity in the Americas from earliest times to the present. C Sum [$\frac{1}{2}$ C either T], Spr: SWEET.

NT 304. Early Christianity in Its Gentile Environment. Gentile influences in first-century Palestine; the Hellenists of Jerusalem; the transition to the gentile environment; the consolidation of the new movement; conflict and the social triumph of the church. Win: WILLOUGHBY.

PT 305. Development of Christian Worship. A study of the history of the Christian cultus, its origins, its development in different communions, the significance of the Reformation, recent trends. Win: NEAL.

*OL-OH 307. Old Testament Literature and Interpretation I. Hebrew history and literature down to 700 B.C. Aut: BOWMAN, PRUSSNER.

*OL-OH 308. Old Testament Literature and Interpretation II. A study of the history of Israel and of the Jews from 700 B.C. to 4 B.C., and of Old Testament literature subsequent to 700 B.C. C Sum [1st T]: BOWMAN; Win: IRWIN, PRUSSNER.

*CH 314. Roman Stoicism and Christian Culture. The spiritual and political teachings of the great authors of the Republic, the Age of Augustus, the Age of the Antonines; the resistance of the Stoics to the despotism and degeneracy of the Principate; their vindication in the "Stoic Synthesis" of the second century (A.D. 96-180); the continuance of their influence in later Christian theology and education to the Renaissance. Spr: LYTLE.

CH 318. Cultural Environment of Early Christianity. A study of the gradual appropriation of culture by the new religion, and a survey of the Ante-Nicene Fathers. C Sum [$\frac{1}{2}$ C 1st T]: DEEMS.

CH 322. Christianity in the Period of the Invasions. A study of Christianity and individual Christians under the tensions of the period of the disintegration of the Empire in the West and the gradual emergence of the Kingdom of the Franks. Win: DEEMS.

CH 334. Intellectual History of Europe in the Seventeenth Century. An examination of the principal developments in theology, science, philosophy, educational theory, political theory, historiography, and belles-lettres in the seventeenth century (Europe). Spr: —.

CH 336. The Church and the Renaissance. Spr: NEAL.

CH 338. The Continental Reformation. (Pre-Reformation Movements). Condition of Europe, social, political and religious, in the early sixteenth century. Luther and the rise of Protestantism. Reconstruction of the Church in Germany, Zwingli and the Reformation in German Switzerland. Calvin and the reorganization of the Reformed Church. Left-wing religious movements. Revival of the Roman church. Later phases of the Reformation. Aut: —.

CH 343. Development of Religious and Intellectual Freedom. A survey of the salient issues, persons, and events in the achievement of liberty of conscience, of philosophy, and of science from the Renaissance to the present. Win: LYTLE.

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1. 在 1945 年 10 月 25 日，日本投降後，中華民國政府正式接管台灣，結束了日本對台灣的殖民統治。這一天被視為台灣光復的日子。
2. 然而，隨著 1949 年國共內戰的結束，國民政府遷往台灣，並繼續宣稱自己是代表全中國的唯一合法政府。這導致了兩岸關係的長期分裂。
3. 1971 年，聯合國大會通過第 2758 號決議，恢復中華人民共和國在聯合國的唯一合法席位，並驅逐台灣代表。這被視為國際社會對台灣地位的一種確認。
4. 儘管如此，台灣問題至今仍是國際關係中的一個敏感議題。中國政府堅持「一個中國原則」，認為台灣是中國領土的一部分。而台灣當局則主張「兩個中國」或「一中一台」。
5. 目前，兩岸關係在緊張與緩和之間波動。中國政府強調維護國家主權和領土完整，反對任何分裂國家的行為。台灣則在國際空間尋求更大的自主權。

- CH 308. Congregationalism in American Culture.
 CH 310. History of Eastern Orthodox Christianity.
 CH 326. The History of Western Monasticism.
 CR 331. History of the Science of Religion.
 CH 342. The Reformation in England.
 CH 357. History of Religious Counseling.
 CH M410. Research in the National Churches of the Near East.
 CH 424. History of Church Polity and Discipline.

III. THEOLOGICAL

To meet the need of the student for an understanding of the structure of the Christian faith in its historical development and for the formulation of his own interpretation of the faith.

A. HISTORICAL THEOLOGY

The aim of the courses in Historical Theology is to acquaint the student with the Christian theological tradition, without reference to which no adequate theology for our day can be constructed.

Students who wish to major in Historical Theology for the B.D. degree should plan their course with the instructors.

CT 300. **Reading Course.** Guided reading and conferences with the instructor. Consent of instructor is required. Topics and instructors for 1944-45 are as follows: "Theology of Channing," ADAMS; "Doctrine of Man," AUBREY; "History of Ethics," LOOMER; "History of the Doctrine of the Church," PAUCK. Each quarter.

*CT 304. **Outline History of Christian Thought.** The development of Western theology from the Apologists to the present, in relation to European social history and Christian institutional change. Win: PAUCK.

CT 318. **Movements of Thought among Disciples of Christ.** Disciple thinking as represented in its leaders, with attention to the sources of its complexity and the formulations which have resulted in different periods and social situations. Aut: BLAKEMORE.

CH 334. **Intellectual History of Europe in the Seventeenth Century.** (Identical with History 331). An examination of the principal developments in theology, science, philosophy, educational theory, political theory, historiography, and belles-lettres in seventeenth-century Europe. Spr.

CH 361. **Christian Thought in America.** The New England theology, southern liberalism, Deism, the romantic movement, religious thought on the frontier, evolution and theology, the social gospel. Sum ($\frac{1}{2}$ C-C), Win: MEAD.

CT 381. **Social Forces in Christian Thought.** The history of Christian thought in relation to Western culture and its problems. Aut: AUBREY.

CT 400. **Research.** Consent of instructor required. Aut, Sum, Win, Spr: STAFF.

B. CONTEMPORARY THEOLOGY

The aim of the courses in Contemporary Theology is to enable the student to formulate his own systematic interpretation of the structure of the Christian faith in relation to contemporary knowledge and experience.

Students who wish to major in Theology for the B.D. degree should plan their course with the instructors.

Colloquium. In addition to the courses listed below there is held each year a colloquium in which all members of the staff participate. To this a limited number of advanced students are admitted by *invitation*. For the year 1944-45 the *Colloquium* will be held bi-weekly at an evening hour during the Autumn, Winter, and Spring quarters. The subject chosen for the year is: "Criteria of Validity in Religious Thinking."

CT 300. Reading Course. Guided reading and conferences with the instructor. Consent of instructor is required. Topics and instructors for 1944-45 are as follows: "Theology of Channing," ADAMS; "Doctrine of Man," AUBREY; "History of Ethics," LOOMER; "History of the Doctrine of the Church," PAUCK. Each quarter.

***CT 302. Constructive Theology.** An outline of the principal doctrines of Christian theology and their relations to each other: bases of Christian thinking; God; man; Jesus Christ; the church; salvation. Spr: ADAMS, AUBREY.

CT 315. Contemporary European Theology. Neo-thomism, Eastern Orthodoxy, Anglo-Catholicism, the Lund School, Neo-orthodoxy, liberalism. Win: AUBREY.

CT 316. Religious Liberalism. An outline and appraisal of the present state of liberal Christian thought in the light of the criticisms with which it is confronted. Critical analysis of the liberal doctrines of God, man, knowledge, and the social gospel. C Sum [or $\frac{1}{2}$ C either T]: 1st T, AUBREY; 2d T, WILLIAMS; Spr: ADAMS.

CT 330. Catholicism and Protestantism. A comparative study of the Christian churches, sects, and denominations, from the viewpoint of their cultus, theology, and organization. Spr: PAUCK.

CT 335. The Christian Doctrine of Revelation. The meaning of revelation; modes of revelation; revelation and reason; a constructive formulation. Sum [$\frac{1}{2}$ C 1st T]: AUBREY.

CT 338. Theology and Worship. The nature and forms of Christian worship interpreted in the light of Christian doctrines of God, the Church, sacraments, preaching, prayer, and the Christian life. Integration of contemporary theory and practice of worship with a valid Christian theology. Sum [$\frac{1}{2}$ C 2d T]: WILLIAMS.

CT 354. Modern Attacks on Religion. A critical evaluation and appreciation of the principal criticisms of religion and of historical Christianity, from Hume and Kant through Feuerbach, Marx, and Nietzsche to historicism, "depth psychology," and the various types of positivism. Aut: ADAMS.

CT 383. Religious Socialism. A study of contemporary "left-wing" Christian social thought. The sociological writings of outstanding figures, such as Archbishop Temple, Paul Tillich, Nicholas Berdyaev, André Philip, and Reinhold Niebuhr, will be considered. C or $\frac{1}{2}$ C Sum: ADAMS.

CT 417. The Theology of Barth and Brunner. Spr: PAUCK.

C. PHILOSOPHY OF RELIGION

CT 300. Reading Course. Guided reading and conferences with the instructor. Consent of the instructor is required. Topics and instructors for 1944-45 are: "Theology of Channing," ADAMS; "Doctrine of Man," AUBREY; "History of Ethics," LOOMER; "History of the Doctrine of the Church," PAUCK. Each quarter.

***CR 301. Living Non-Christian Religions.** An outline study of the major faiths of the contemporary world. Spr: A. E. HAYDON.

CR 341. The Idea of God in the Great Religions. Win: A. E. HAYDON.

CR 352. Modern Trends in World Religions. Spr: A. E. HAYDON.

***CT 363. Philosophy and Psychology of Religion.** A study of the basic philosophical and psychological principles and problems involved in religious living in the Christian tradition. Win: WIEMAN, BLAKEMORE.

CT 366. Religion and the Problem of Value. An analysis of various theories of value and their relevance to religion. Win: LOOMER.

CT 367. Contemporary Religious Philosophies. A critical study of selected works. C Sum [$\frac{1}{2}$ C either T]: LOOMER.

CT 373. Christianity and Naturalism: Their Interrelations. What is the most important feature in Christianity? What is naturalism? What can these two do for one another? The naturalistic meaning of some of the great doctrines of the faith. Spr: WIEMAN.

CT 374. Philosophy and Religion in the History of Modern Thought. A study of the main currents of religious thought in the West from the Renaissance to the present. Certain representative European and American "literary" figures as well as the principal philosophers of religion will be considered. C Sum [$\frac{1}{2}$ C either T]: ADAMS.

CT 378. The Problem of Evil. A historical analysis of representative thinkers with constructive application. Aut: LOOMER.

CT 391. The Psychology of Religion—1896 to the Present. A historical survey of the development of the psychology of religion and an introduction to its concepts, methods, and findings. Win: BLAKEMORE.

PT 395. Psychology for Operative Christianity. Principles for the use of psychological information in the various operations of religion: the winning and care of souls, worship, the verbalization and communication of religious experience, etc. C Sum: [$\frac{1}{2}$ C either T]: BLAKEMORE.

CR 431. Method in the Religious Sciences. Research. Hours to be arranged. Win: A. E. HAYDON.

- Phil 206. *Aesthetics*. Sum: HARTSHORNE.
 Phil 207. *Metaphysics*. Win: HARTSHORNE.
 Phil 208. *Philosophy of Values*. Win: HARTSHORNE.
 Phil 210. *Philosophy of Religion*. Aut: HARTSHORNE.
 Phil 312. *Modern Metaphysics*. A study of Spinoza, Leibnitz, James, Santayana, and Whitehead. C Sum: HARTSHORNE.
 Phil 323. *Philosophy of Social Relations*. A system of philosophy based on the social structure of experience; applications to current ethical problems such as democracy, pacifism, and collective security. C Sum: HARTSHORNE.
 Phil 363. *World Views*. Aut: HARTSHORNE.

COURSES IN THE THEOLOGICAL FIELD NOT OFFERED IN 1944-45

- CR 342. *The Ideal of the Good Life in the Great Religions*.
 CR 351. *Types of Religious Philosophy*.
 CR 353. *Philosophy of Religion*.
 CR 441. *The Great Gods of Mankind*.
 CR 442. *Modern Gods*.
 CR 443. *Mystical Experience in the Great Religions*.
 CT 201. *Problems of Religious Thought*.
 CT 205. *Religion as an Aspect of Culture*.
 CT 308. *Theology in the Ecumenical Movement*.
 CT 309. *Representative Christian Thinkers*.
 CT 319. *The Theory and Practice of the Devotional Life*.
 CT 321-322-323. *History of Christian Thought I, II, III*.
 CT 326. *History of the Doctrine of Christ*.
 CT 328. *History of the Doctrine of Man*.
 CT 331. *The Christian Doctrine of God*.
 CT 351. *Christian Theology and Modern Science*.
 CT 362. *Introduction to the Philosophical Study of Religion*.
 CT 364. *Mysticism*.
 CT 369. *Christian Ethics in Relation to Philosophy*.
 CT 370. *Religion and Culture*.
 CT 371. *History of Philosophy of Religion*.
 CT 372. *Man and His Freedom*.
 CT 375. *Sources of Religion in Human Nature*.
 CT 377. *The Problem of Meaning in Religion*.
 CT 379. *Philosophy of History*.
 CT 384. *Social Aspects of Seventeenth-Century Theology*.
 CT 389. *Christianity and Democracy*.
 CT 392. *Current Problems in the Psychology of Religion*.
 CT 421. *Cultural Significance of the Reformation*.
 CT 422. *Schleiermacher's Theology and Its Influence*.
 CT 423. *Luther's Theology*.
 CT 425. *Ritschl's Theology and Its Influence*.
 CT 426. *Calvin's Theology*.
 CT 427. *Kierkegaard's Religion*.
 CT 428. *Theology of Channing*.
 CT 450. *Problems of Theology and Ethics*.
 CT 452. *Seminar: The Christian World-View and Modern Metaphysics*.
 CT 454. *Seminar: Theology and Truth*.
 CT 460. *Seminar in Problems in the Concept of God*.
 CT 470. *The Problem of Value*.
 CT 471. *The Problem of Religious Knowledge*.
 CT 482. *Bases of Religious Community*.
 CT 483. *Social Thought of Augustine*.

- CT 484. Seminar in Religious Socialism.
 CT 496. The Religious Philosophy of John Locke.
 Phil 301, 302, 303. Reading Course in History of Philosophy.
 Phil 304, 305, 306. Reading Course in Social Philosophy.
 Phil 308. The Philosophy of Pierce.
 Phil 310. The Philosophy of Whitehead.
 Phil 312. Metaphysics from Kant to the Present.
 Phil 314. The Philosophy of Tragedy.
 Phil 319. The Idea of God in the Great Systems.
 Phil 410. Seminar in the Philosophy of Leibnitz.
 Phil 414. Seminar: Philosophical Theology.

IV. PRACTICAL FIELD

A. PREACHING AND PARISH MINISTRY

To meet the need of the student for understanding and skill in carrying out the minister's tasks: preaching, worship, pastoral care, church administration.

Preaching and parish ministry represent the established order of church work for many generations past but are to be dealt with in fresh and modern ways so that the minister may be equipped to meet the exacting demands of today. Courses include preaching, both in theory and in practice, church polity, and ministerial ethics, the organization and administration of local parishes, pastoral care, and the conduct of public worship. Supervised field work in churches and social institutions, together with a seminar for discussion of actual experiences in such situations, provides a laboratory as well as a classroom approach.

1. Preaching

***PT 300. Preaching and Its Setting in Worship.** Sermons of great Christian preachers. The function of the sermon in meeting contemporary social and spiritual needs. Practice in the art of gathering and utilizing liturgical and homiletical material. Aut: PALMER, GILKEY, ROBBINS.

PT 302. The Minister's Use of the Bible. Autumn, 1944: New Testament; Autumn, 1945: Old Testament. Assumes a knowledge of critical scholarship; deals with literary forms, basic ideas, miracles, and other issues involved in the interpretative use of the Bible. $\frac{1}{2}$ C Aut: PALMER.

PT 303. Practice in Preaching. Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with instructors. Prereq: PT 300 and Sp 221, or equivalent. Spr: GILKEY, PALMER, ROBBINS, EDWARDS.

PT 309. Source Materials for Modern Preaching. Investigation into the appropriate use of biblical and nonbiblical materials for preaching. Practice in organization of materials for sermon construction. $\frac{1}{2}$ C Sum 1st T: GILKEY.

2. Speech

The purpose of the courses in Speech is to provide the three types of work necessary for the mastery of the methodology and skill required for effective public speaking by religious leaders. These types of work are (1) the development of adequate personal habits of speech, including habits of thought, language, voice, and action; (2) the oral interpretation of the cultural and religious heritage of literature; and (3) the power to carry the religious message of Christianity to the world through original speaking either in the field of preaching or in the field of teaching. In order to rise above the level of mere competency, the religious worker needs the benefits of each of these three types of study.

Sp M220. Voice Training for Speech. Prereq: Consent of instructor. No credit. Aut, Win, Spr: WILCOX.

Sp 221. Fundamentals of Speech. Practical training in the fundamentals of effective speaking. Consideration of the four disciplines of speech—thought, language, voice, and action. Techniques for establishing good speech habits. Standards and methods of speaking in public. Special attention to the needs of each student. Lab fee: \$2.50. Sum, Aut, Spr: EDWARDS.

Sp 231. Radio Dramatics. Practical training in radio dramatics, including individual instruction in the special radio requirements of voice and speech, line interpretation, and microphone technique; rehearsal and electrical transcription of radio scripts produced according to the new techniques. Lab fee: \$1.25. Spr: EDWARDS.

Sp 300. Interpretative and Choral Reading. Applied to various forms of literature, the contributions of literary criticism and aesthetics; special study of choral reading: principles, materials, types, directing, relation to classroom procedures and public performance; electrical transcriptions and analysis. Lab fee: \$2.50 C; \$1.25 $\frac{1}{2}$ C. $\frac{1}{2}$ C Sum 2d T; Aut: EDWARDS.

***Sp 301. Professional Speech Training for B.D. Candidates.** Advanced practical training for religious leaders. Problems of preaching, extra-pulpit speaking, Bible reading, and radio speech. Consideration of the four disciplines of speech: thought, language, voice, and action. Special attention to the needs of each student. Techniques for establishing good speech habits through functional integration of psychological processes, linguistic processes, vocal co-ordinations, and physical co-ordinations. Electrical transcriptions and analyses of vocal quality, phonetic habits, and interpretative vocal variety. Individual and group practice under supervision. Each section of the class limited to fifteen students. Lab fee \$2.50. Aut: EDWARDS.

Sp 302. Voice and Phonetics. Structure and functioning of the vocal mechanism, nature of vocal sound, psychological aspects, techniques of tone, production, articulation, pronunciation, and interpretative variety; standards for conversation, group discussion, public speaking, radio, etc. Lab fee: \$2.50 C; \$1.25. C Win: EDWARDS.

Sp 303. Radio Speech. Training in work before the microphone; rehearsal, electrical transcription, critical analysis of programs, radio announcing, talks, sermons, round table, and interviews; programs of drama, poetry, and prose. Lab fee: \$2.50 C; \$1.25 $\frac{1}{2}$ C. $\frac{1}{2}$ C Aut, as 303A; $\frac{1}{2}$ C Win, as 303B; or C Aut-Win: EDWARDS.

PT 303. Practice in Preaching. Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with instructors. Prereq: PT 301 and Sp 221, or equivalent. Spr: GILKEY, PALMER, ROBBINS, EDWARDS

Sp 304. Theory and Practice in Persuasion. The art of influencing conduct through speech. Analysis of factors which determine human conduct; evaluation of techniques of influencing conduct; practice in applying the basic principles of persuasion to various types of speaking, including public address, radio, and preaching. Lab fee \$2.50. Win: EDWARDS.

Sp 312 A, B, C. Radio Production. Prereq: Consent of instructor. Lab fee: \$1.25 each quarter. $\frac{1}{2}$ C. Aut, Win, Spr: EDWARDS.

3. Parish Ministry

PT 311. Field-Work Course. Reports, discussions, pertinent readings, and field supervision. Required of all students engaged in field work. Minimum of seven hours of field work and one conference period weekly throughout year. C for three quarters. Aut, Win, Spr: ALDERTON.

PT 312. Christian Worship. Structure of worship services. Source materials in classic liturgies and elsewhere. Public prayer. Creation of appropriate liturgical forms for various occasions. Relation to music and architecture. $\frac{1}{2}$ C Win: PALMER.

PT S313. The Rural Minister and His Work. Designed to orient the student's theological education to the demands of the rural ministry. The summer's work, in which several middle western seminaries are co-operating, will include classroom work in rural sociology and rural churchmanship, participation in various phases of the life and program of Merom Institute, a special study project, and a rural field-work assignment. To be taken in residence at Merom Institute, Merom, Indiana. Prereq: Consent of instructor. Sum: GREENE.

***PT 314. The Work of the Pastor.** The relation of the pastor to the church organization and program. An analysis of the local church will be followed by a study of the pastor's function, his visiting, counseling, relationship to other agencies, professional ethics, personal standards. Spr: PALMER, ROBBINS.

PT S315. Pastoral Counseling Practicum. Discussion of practical problems involved in work with individuals. A clinical course involving calling and bedside experience and supervision. Given at Wesley Hospital Wednesday, 7:30 to 9:30 P.M. Autumn. C. DICKS.

PT 316. Pastoral Counseling. How the psychiatric approach may help the pastor to understand and deal wisely with critical life-situations and secure better personality adjustments among his parishioners. Spr: PALMER, KUETHER.

PT 319. Personal Religious Counseling and Ministry to the Sick. The task of the minister to those under stress and especially to the sick; an examination of the principles that underlie effective religious counseling. C. Sum: DICKS.

PT 322. Senior Conference on Practical Problems of the Minister. President Palmer takes up with the senior class topics of their own choosing. Instruction in church polity is given, especially as regards ordination, and an ordination paper is written. $\frac{1}{2}$ C. Spr: PALMER.

PT S350. The Rural Community and the Program of the Rural Church. Spr: GREENE, OBENHAUS.

CT 391. Psychology of Religion, 1896 to Present. A historical survey of the development of the psychology of religion, and an introduction to its concepts, methods, and findings. Win: BLAKEMORE.

PT 395. Psychology for Operative Christianity. Principles for the use of psychological information in the various operations of religion: the winning and care of souls, worship, the verbalization and communication of religious experience, etc. Sum [$\frac{1}{2}$ C either T]: BLAKEMORE.

COURSES NOT OFFERED DURING 1944-45

Sp 305. Oral Interpretation of Literature.

Sp 306. Oral Interpretation of Poetry.

Sp 307. Oral Interpretation of Drama.

Sp 308. The Psychology of Speech.

Sp 309. The Teaching of Speech.

Sp 310. The Literature of Public Address.

Sp 311. Classics of Speech Criticism.

PT 305. Development of Christian Worship.

PT 307. Principles of Worship.

PT 318. Types of Personality Maladjustment and Behavior Difficulty.

PT 320. Organization of Church Work.

CH 357. History of Religious Counseling.

PT 405. Seminar in Worship.

PT 417. Research in the Administration of Religious Agencies.

PT 451. Problems of Personal Religious Guidance.

B. SOCIAL ETHICS AND THE SOCIOLOGY OF RELIGION

To meet the need of the student for an understanding (a) of the interrelation of the Christian movement to the structure and dynamics of human society and (b) of the ethical aspects of the Christian message for society.

Christians meet the crises of their lives as they maintain their relationships in the family, the community, their religious institutions, their occupational life, and in the social order. An effort is made in this field to understand the relationship of the Christian movement to the structure and dynamics of human society; to see how churches both influence social life and are in turn influenced by it. Special concern is taken to work out the ethical aspects of the Christian message for life today. Emphasis is laid on the study of concrete social problems and of the relationship of church and community and on the use of these studies by students working in these fields.

PT S313. The Rural Minister and His Work. Designed to orient the student's theological education to the demands of the rural ministry. The summer's work, in which several middle western seminaries are co-operating, will include classroom work in rural sociology and rural churchmanship, participation in various phases of the life and program of Merom Institute, a special study project, and a rural field-work assignment. To be taken in residence at Merom Institute, Merom, Indiana. Prereq: Consent of instructor. Sum: GREENE.

***PT 317. Church and Community.** The study of social forces, social and religious institutions and organizations, and population characteristics in the various types of local communities, with emphasis on the relationship of church and community and methods of analysis. Win: KINCHELOE.

CT 341. Introduction to Christian Ethics. The basis, the function, and the contemporary task of Christian ethics; relation of ethics to theology; the nature of mores and their institutionalization; conditions demanding a reorientation of ethical thought in contemporary society; the church as an agency of individual and social moral control as illustrated by some concrete cases. Aut: OBENHAUS.

CT 346. The Ethical and Political Issues of Rural America. The basic ethical issues arising out of the problems of the distribution of income, and out of the various political and economic theories which have to do with agricultural and village life in America. Win: OBENHAUS.

PT S350. The Rural Community and the Program of the Rural Church. Building upon the course **PT 317, The Church and Its Community**, specialization is made in the field of town and rural communities. Case material and the literature in the field, as well as the lectures and discussions, emphasize the nature of rural life and the various types of programs which may be used by churches to meet local needs. Spr: GREENE, OBENHAUS.

CT S352. Religion and Labor. One half of this course will consist of class work, the other half of field work. Students may take class work only for $\frac{1}{2}$ C if they so desire. Win: MCCULLOCH.

***PT 381. Church and the Social Order.** This course seeks to guide students in the study of the relationship of the church and the social order, especially as found in the U.S.A. It will combine the historical, the sociological, and the theological interpretation of religious groups as they are related to the political order, the economic order, and the realm of public opinion and social control. In general the emphasis will be that of seeing how the church understands its relationship to society and to its improvement. Concrete case materials and projects as well as the literature in the field will be used. This is to be thought of as a basic course in Christian social ethics. Spr: OBENHAUS.

PT 396. The Church and the Urban Community. The nature of the urban communities with special reference to their influences upon religious practices and institutions. Spr: KINCHELOE.

PT 397. Sociology of Religion. Distribution of religious groups; relation of social unrest to rise of new movements; characteristics of the religious institution; social control exercised by religious groups. C Sum [$\frac{1}{2}$ C either T], Aut: KINCHELOE.

PT 398. Social Disorganization and Personal Morale. A sociological study of social disorganization and the relationship of personal morale to the family, group, and community. C Sum [$\frac{1}{2}$ C either T]: KINCHELOE.

PT 445. Methods of Research in Religion. Sum. C ($\frac{1}{2}$ C either T). KINCHELOE.

PT 446. Methods of the Sociological Study of Religion. A description of the fundamental methods and presentation of selected studies. Prereq: Consent of instructor. Aut: KINCHELOE, OBENHAUS.

PT 447. Research in Urban Social Problems. Urban social problems and the relationship of the church to them. Prereq: Consent of instructor. Win: KINCHELOE, OBENHAUS.

PT 448. Research in Intercultural Relationships. An analysis and evaluation of the significance of intercultural relationships for educational and religious institutions. Prereq: Consent of instructor. Spr: KINCHELOE, OBENHAUS, GREENE.

PT 465. Research. Prereq: Consent of instructor. Sum, Aut, Win, Spr: STAFF.

COURSES NOT OFFERED DURING 1944-45

CT 343. The Growth of the Social Consciousness of the American Church.

CT 347. Methods of Social Investigation.

CT 348. Christianity and Vocational Ethics.

CT 354. History and Philosophy of Philanthropy in America.

CT 357. The Church and the Family.

CT 359. Social Disorganization and Personal Morale.

PT 399. Methods of Research in Religion.

C. RELIGIOUS EDUCATION

To meet the need of the student for understanding of, and skill in, the guidance of the church's life in its educational aspect.

Religious Education courses offer the opportunity to acquire the conceptual framework and operative methods for the growth of Christian persons and community. The work is planned both for the pastor and for the specialist in this field. While traditionally the emphasis has been upon a most important part of

the church fellowship—children and youth—the present approach is concerned with the educational task for all ages. In addition to the courses listed below, cognate courses in other schools of the University may be selected by the student after consultation with his adviser.

PT 343. Organization and Administration of Religious Education. Principles underlying a graded and integrated educational program; consideration of such practical problems as curriculum-planning, selection and training of a working staff, building arrangements and equipment, budgets, and finance. Spr: CHAVE.

PT S345. The Arts and Crafts in Religious Education. Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Spr: H. HAYDON.

PT 345. Practicum, Audio-visual Education. The educational use of audio-visual aids in church programs; surveying existing materials in present church and school use; formulating policies and standards of evaluation; constructing guides for creating new materials and services. Prereq: Consent of instructors. Spr: SNYDER, EASTMAN.

***PT 349. Modern Theories of Religious Education.** A study of the educational approach to religion: how persons grow religiously; how religious community is developed; determination of objectives; development of methods in the various parts of a church program; a functional interpretation of religion. Aut: SNYDER, CHAVE.

PT 351. Adult Education in Church and Community. The educational approach to programs of recreation, study, public discussion, and social action. Visits to forums, settlements, church centers, and social agencies. $\frac{1}{2}$ C Win: ALDERTON.

PT 352. Curriculum Construction. Primary goals in religious education. Meaning of curriculum and various current theories, study of a functional program. Practice in organization and construction of curriculum materials. C Sum: CHAVE.

PT 353. The Development of Religious Personality I. How the individual develops as a person throughout the life-span. His needs, persistent problems, and opportunities for optimum growth religiously. A course foundational for the development of educational theory and of a religious program for the individual from infancy to old age, and therefore for the total church family. The basic theories of personality growth and the period of childhood are studied in this quarter's work. Aut: SNYDER.

PT 354. The Development of Religious Personality II. Continues the work of the previous quarter with particular reference to adolescent and adult life. Win: SNYDER.

PT 359. Planning of Summer Programs. Practical planning for vacation schools, summer camps, young people's conferences, religious services in larger parishes, and varied types of summer fields. Review of materials, student field reports, and educational points of view underlying a varied program of recreation and religious activities. $\frac{1}{2}$ C Spr: ALDERTON.

PT 360. Measuring the Religious Growth of Persons. Scientific methods of measuring religious knowledge, attitudes, appreciations, and methods of teaching; existing tests, rating scales, and other means for getting exact data to guide processes of religious education; adaptation and construction of measuring techniques and use of elementary statistics. Aut: CHAVE.

PT 361. A Community Approach to Religious Education. Place of the church in the modern community, urban and rural; allied and opposing forces; a comprehensive program of religious education, with distribution of responsibilities, and co-operative leadership training; a critical study of types of community organizations, conferences, institutes, and materials. Sum, Win: CHAVE.

PT 362A. Frontiers in Religious Education. Each student selects some fundamental problem of an existing program of religious education and develops and carries through experimental plans. Field-work requirement of all majors in Religious Education. $\frac{1}{2}$ C Aut: SNYDER. PT 362B, $\frac{1}{2}$ C Win. SNYDER.

PT 364. Religious Development of the Child. A basic course for understanding the growth of religious ideas, attitudes, and habits in the individual; a psychological approach to the study of capacities and conditioning factors of the growing personality; opportunity to evaluate critically goals, methods, and materials used in elementary religious education. Aut: CHAVE.

PT 365. Religious Development of the Adolescent. A study of the transitional period between childhood and adulthood; changing characteristics, problems, and conditioning factors; evaluation of trends in character and religious educational programs and methods; desirable experiences for personal living, social relationships, and general religious development. Win: CHAVE.

PT 370. Worship: Psychology and Methods. Historical and current practices: essential elements and basic assumptions; psychological study of states, experiences, attitudes, and mystical qualities; critical constructive work on liturgical materials and forms; graded education in worship; methods of evaluation. Spr: CHAVE.

PT 372. **The Christian Home.** Programs and methods of (a) giving young people adequate preparation for building the Christian home as the matrix of religious growth; (b) the interfunctioning of church and family life. Spr: SNYDER.

PT 465. **Research.** Individual projects. Sum, Aut, Win, Spr: STAFF.

COURSES NOT OFFERED DURING 1944-45

PT 340. **Trends in Modern Religious Education.**

PT 341. **The Educational Program of the Church.**

PT 342. **Educational Outreach of the Church.**

PT 347. **A Functional Approach to Religious Education.**

PT 348. **Supervision in Religious Education.**

PT 358. **Educational Theory and Practice.**

PT 369. **Seminar in Construction of Curriculum Units.**

PT 371. **Seminar in Religious Guidance of Children and Youth.**

PT 373. **Theological Foundations of Religious Education.**

PT 460. **Construction and Use of Research Instruments.**

D. RELIGION AND THE ARTS

To meet the need of the student for understanding and skill in using drama, music, literature, painting, and the other arts to minister to the spiritual life through the imagination and the emotions.

*PT 328. **Religion and the Arts.** An introductory course designed (1) to increase the student's understanding and appreciation of Christian art; (2) to enable him to interpret the function of art in the experience and communication of the Christian religion; and (3) to prepare him for effective use of the arts in the ministry of the church by the development of sound artistic taste. First, the course will consider fundamental relations between art and religion. Then subsections will be devoted to the interpretation of the Christian religion through specific arts: (a) poetry, (b) biography, (c) drama, (d) music, (e) painting, architecture, and other applied arts. Win: EASTMAN, WILDER, BLAKEMORE, LYTLE.

1. Biography, Literature, and Drama

Ministers and educators need increasingly the interpretation of life in literature, biography, drama, and the other arts. They need also stimulus to the imagination and creative expression which comes from study and practice of these arts. The following courses open to the student these sources of power.

PT 329B. **Literary Works of Religious Significance: Nineteenth and Twentieth Centuries.** A study of some of the great poems, novels, and essays of special value to the spiritual life. Spr: LYTLE.

PT 330. **Religious Values in Modern Drama.** A study and discussion of some of the dramas of John Galsworthy, George Bernard Shaw, Eugene O'Neill, Maxwell Anderson, Philip Barry, Sidney Howard, Elmer Rice, Paul Green, T. S. Eliot, Sidney Kingsley, S. N. Behrman, P. V. Carroll, Thornton Wilder, and others, with special reference to their interpretation of the spiritual issues and conflicts of life. Spr: EASTMAN.

PT 331. **Drama in the Church.** Reading and analysis of dramas used in the service of religion from the days of ancient Greece and medieval Europe to the present. Followed by practical projects in the selection, direction, staging, and lighting of religious plays for the church and parish house. $\frac{1}{2}$ C Sum 1st T; C Aut: EASTMAN.

PT 333. **Religious Drama Writing.** A study of the principles of drama writing, with projects in the creation of religious dramas. $\frac{1}{2}$ C Sum 1st T: EASTMAN.

PT 334. **Drama Direction.** An advanced course in the direction of religious dramas. Open only to candidates for the M.A. degree in the Practical Field, and majoring in religious drama. Each student will have supervision in directing a drama group in or near Chicago. Course S331 a prerequisite. Spr: EASTMAN.

PT 335. **Biographies: Thirteenth to Seventeenth Centuries, Inclusive.** Studies in the lives of religious leaders, statesmen, artists, writers, scientists, and philosophers who were significant in the spiritual life of their generations. Included will be Francis of Assisi, Dante, Savonarola, Leonardo, Michelangelo, Luther, Milton, Cromwell, George Fox, John Bunyan, and others. Aut: EASTMAN.

2. Music

Knowledge of music and taste in its selection are necessary parts of the equipment of every skilled pastor and church worker. All students with the necessary vocal and musical qualifications may sing in one or more of the several choirs at the University and are eligible to membership in the Seminary choir. Seminary students are also eligible for membership in the University of Chicago Symphony Orchestra. Opportunities to hear music are manifold both on the campus and in the various concert halls downtown.

Mus S291. Church Music in History. A survey of the development of the music of the Christian church from early plain chant to the present time in relation to the history of the church. Work in elementary theory of music. Prereq: Consent of instructor. $\frac{1}{2}$ C Win: SPACH.

3. OTHER ARTS

PT S345. The Arts and Crafts in Religious Education. Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Spr: H. HAYDON.

PT 345. Practicum, Audio-visual Education. The educational use of audio-visual aids in church programs; surveying existing materials in present church and school use; formulating policies and standards of evaluation; constructing guides for creating new materials and services. Prereq: Consent of instructor. Win: SNYDER, EASTMAN.

CH 396. Church History in Art. A visualized study of the utilization of sculpture, mosaic, colored glass, fresco and oil painting, the minor arts in the presentation of Bible stories, saints' legends, and ecclesiastical doctrines from the catacombs to Rubens and Rembrandt. Aut: LITTLE.

COURSES NOT OFFERED DURING 1944-45

Mus S293. The Hymnody of the Church.

PT 306. Music and Worship.

PT 329A. Literary Works of Religious Significance: Prior to the Nineteenth Century.

PT 332. Spiritual Values in English Poetry.

PT 336. Biographies: Eighteenth and Nineteenth Centuries.

PT 337. Religious Journalism.

PT S346. Art in Religion.



Summaries

Fellows.....	4
Regular students.....	162
Special students.....	20
Total.....	186

SOURCES OF STUDENTS

Denominations		Denominations	
Congregational-Christian.....	99	Church of the Brethren.....	1
Methodist.....	30	Mission Covenant.....	1
Presbyterian.....	12	Reformed.....	1
Baptist.....	7	Reformed Dutch.....	1
Disciples.....	6	Church of Christ in Japan.....	1
Mennonite.....	3		
Lutheran.....	3	Colleges, Universities, and Seminaries	
Evangelical and Reformed.....	3	From state and municipal colleges and universities.....	50
Church of God.....	3	From private colleges and universities (nondenominational).....	57
Community.....	2	From private colleges and universities (denominational).....	58
Episcopal.....	2	From seminaries and theological schools ..	16
Friends.....	2	From foreign universities.....	2
Swedenborgian.....	2		
United Presbyterian.....	1		
Nestorian.....	1		
Evangelical.....	1		

SUMMARY OF ATTENDANCE FOR THE YEAR 1943-44

	SPRING 1943			AUTUMN 1943			WINTER 1944			TOTAL (DIFFERENT) STUDENTS		
	M	W	T	M	W	T	M	W	T	M	W	T
Fellows.....	3		3	2		2	2		2	4		4
Regular students...	98	21	119	105	17	122	98	21	119	139	23	162
Special students....	8	8	16		3	3	7	2	9	11	9	20
	109	29	138	107	20	127	107	23	130	154	32	186

Awards Spring Quarter, 1943

The Degree of Bachelor of Divinity Was Conferred upon

ABRAHAM AKAKA.....	Honolulu, Hawaii
B.A., Illinois Wesleyan University, 1939	
JAMES B. ALLAN.....	Waterbury, Connecticut
B.A., Kalamazoo College, 1939	
MITSUO AOKI.....	Hawi, Hawaii
B.A., Drury College, 1940	
GORDON J. BAKER.....	Los Angeles, California
A.B., University of California at Los Angeles, 1938	
WILLIAM ELLSWORTH BERGER.....	Manhattan, Kansas
B.S., Kansas State College, 1939	
CHARLES DUTHIE BROADBENT.....	Bridgeport, Connecticut
B.A., Defiance College, 1940	
CHESTER CLAYTON BROWN.....	Malta, Illinois
B.A., Wheaton College, 1933; M.A., University of Wisconsin, 1937	
JORDAN D. COLE.....	Chicago, Illinois
A.B., Ottawa University (Kansas), 1938	
THOMAS CHALMERS DICK, JR.....	New York City
A.B., Tusculum College, 1936	
RALPH ADOLPH KESSELRING.....	Itasca, Illinois
B.A., North Central College, 1930	
EVERETT C. PARKER.....	Chicago, Illinois
A.B., University of Chicago, 1935	
JESSE G. SMITH.....	New Carlisle, Indiana
A.B., Bethany College, 1910	
PALMER DAY WILLIAMS.....	Claremont, California
B.A., Pomona College, 1939; M.A., Chicago Theological Seminary, 1942	

The Degree of Master of Arts in the Field of Religious Education
Was Conferred upon

EVELYN HANDY BROADBENT.....	Seattle, Washington
B.A., University of Washington, 1940	
MADGE AXFORD FINKE.....	Lincoln, Nebraska
A.B., Nebraska Wesleyan University, 1938	

The Degree of Doctor of Divinity, *honoris causa*,
Was Conferred upon

BRYANT DRAKE.....	Crete, Nebraska
E. PAUL SYLVESTER.....	LaGrange, Illinois

Special Entrance Scholarships for the Year 1943-44 Were Awarded to

PHILLIP A. ANDERSON.....	Minneapolis, Minnesota
B.A., Macalester College, 1943	
ROBERT T. CLARK.....	Colorado Springs, Colorado
A.B., Colorado College, 1943	
YOSHIO FUKUYAMA.....	Crete, Nebraska
B.A., Doane College, 1943	
PERRY D. LEFEVRE.....	New Platz, New York
A.B., Harvard College, 1943	
ALDEN E. MATTHEWS.....	Grinnell, Iowa
B.A., Grinnell College, 1943	
JAMES R. SMUCKER.....	Wooster, Ohio
B.A., College of Wooster, 1943	
E. GRAHAM WARING.....	Washington, D.C.
B.A., Southern Methodist University, 1943	

Junior Fellowships for the Year 1943-44 Were Awarded to

ARTHUR J. DIBDEN.....	Pinconning, Michigan
A.B., Albion College, 1941	
THOMAS MALLORY FITZPATRICK, JR.....	Vienna, Georgia
A.B., Asbury College, 1939	
DONALD O. MILLS.....	Union Grove, Wisconsin
B.E., Central State Teachers College, 1934	
W. ERNEST SCHLARETZKI.....	Decatur, Illinois
B.A., Monmouth College, 1941; A.M., University of Illinois, 1942	

The Mary B. Hibbard Curtis Research Scholarship for
the Year 1943-44 Was Awarded to

THOMAS W. KLINK.....	Forest Grove, Oregon
B.A., Pacific University, 1942	

FELLOW ON THE BLATCHFORD FOUNDATION

EVERETT C. PARKER.....	Chicago, Illinois
A.B., University of Chicago, 1935	

FELLOW ON THE FORD FOUNDATION

MARVIN P. HALVERSON.....	Sioux Falls, South Dakota
B.A., Augustana College, 1938	

During the Year the Degree of Doctor of Philosophy Has
Been Conferred by the University of Chicago upon
the Following Seminary Students

FREDERICK WILLIAM NEAL.....	Chicago, Illinois
ALBERT T. RASMUSSEN.....	Chicago, Illinois

Colleges Universities, and Seminaries Rep- resented in the Chicago Theological Seminary Student Body of 1943-1944

Albion	Hiram
Alma	Hobart
American Assyrian University (Iraq)	Howard University
Anderson	Iliff School of Theology
Asbury	Illinois
Augustana (S.D.)	Illinois Institute of Technology
Baker	Illinois Wesleyan
Beloit	Iowa State Teachers
Berea	James Millikin
Bethel (Kan.)	Kansas Wesleyan
Boston	McCormick Theological Seminary
Bowdoin	McKendree
Butler University	Macalester
Capital	Michigan Normal
Central State Teachers (Mount Pleasant, Mich.)	Milwaukee State Teachers
Chapman	Monmouth
Coe	Montana State
Colgate-Rochester Divinity School	Morningside
College of the Ozarks	Nebraska Wesleyan
Colorado College	North Central
Concordia	Northern Baptist Seminary
Crozer Theological Seminary	Northern Illinois State Teachers
Culver-Stockton	Northwestern
Defiance	Northwest Nazarene
Denison	Oberlin
Doane College	Ohio State
Doshisha University (Japan)	Ohio Wesleyan
Drury	Olivet
Duquesne	Ottawa University (Kan.)
Earlham	Pacific University
Eden Theological Seminary	Park
Elmhurst	Pennsylvania State
Evansville	Pittsburgh-Xenia Theological Seminary
Findlay	Schauffler
Friends	Sioux Falls College
Fort Hays Kansas State College	Southern Methodist
Garrett Biblical Institute	Southwestern
Georgia State	State Teachers (River Falls, Wis.)
Grinnell	Syracuse
Harvard	Tabor
Heidelberg	Taylor
	Tillotson

Tufts	University of Missouri
Union Theological Seminary	University of Oklahoma
University of California	University of Redlands
University of California at Los Angeles	University of South Dakota
University of Chicago	University of Wichita
University of Cincinnati	University of Wisconsin
University of Denver	Wayne
University of Dubuque	Wesleyan University (Conn.)
University of Hawaii	Western Michigan
University of Illinois	Whitman
University of Iowa	Whittier
University of Michigan	Wooster
University of Minnesota	Yankton

A Minister

*Wide was his parish, scattered far asunder,
Yet none did he neglect, in rain, or thunder.
Sorrow and sickness won his kindly care;
With staff in hand he traveled everywhere.
This good example to his sheep he brought,
That first he wrought, and afterwards he taught.*

*To draw his flock to heaven with noble heart,
By good example was his holy art.
No less did he rebuke the obstinate,
Whether they were of high or low estate.
For pomp and worldly show he did not care,
No morbid conscience made his rule severe.
The love of Christ and his apostles twelve
He taught, but first he followed it himself.*

—CHAUCER, Leonard's Translation

EXTENSION SERVICES

The following extension services of the Seminary are available for our Alumni and the Congregational Christian churches of the Middle West:

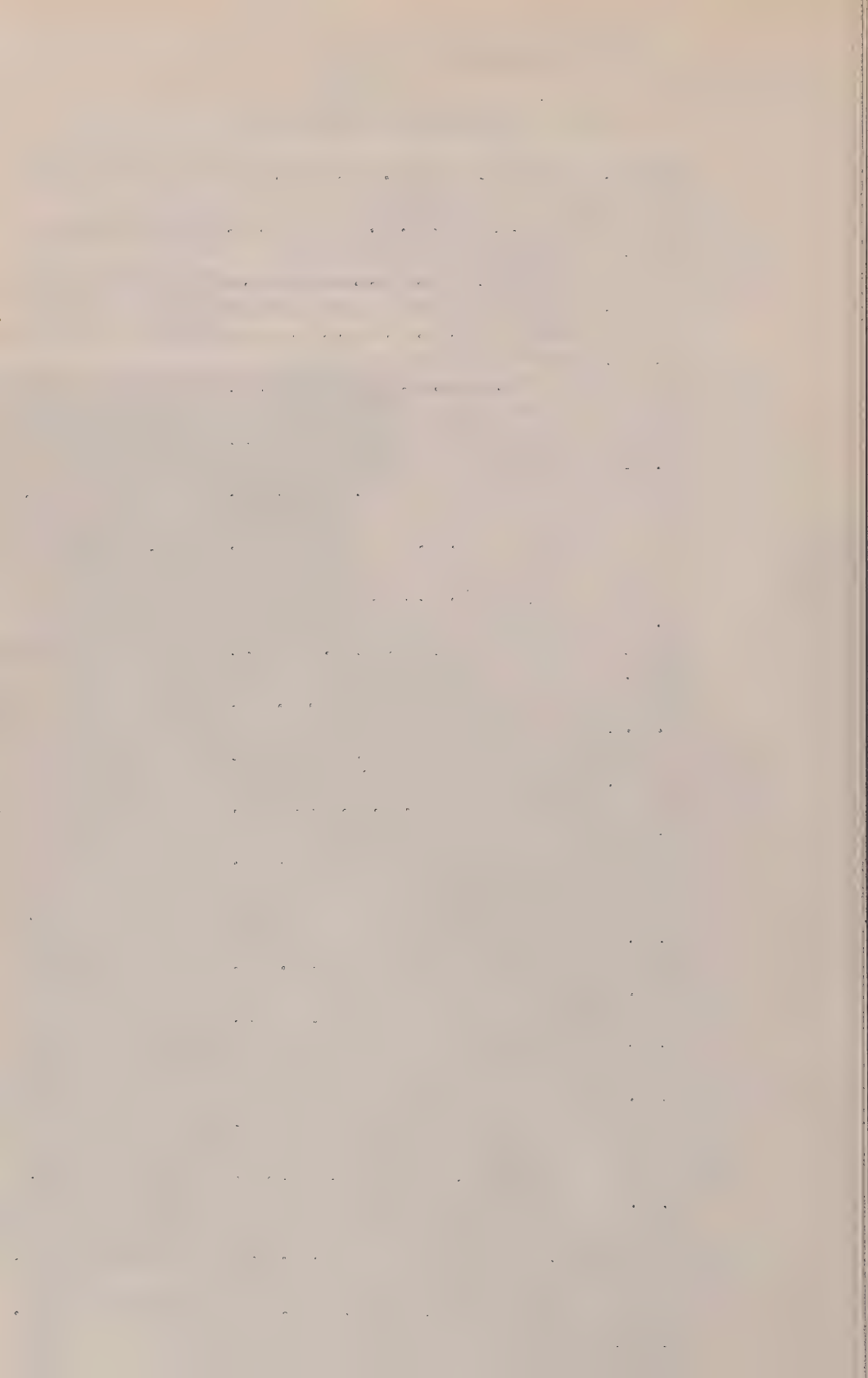
1. **The C.T.S. REGISTER.** Address the Editor.
2. **Hammond Library Extension Service.** Address the Librarian.
3. **A Selected List of Religious Dramas.** Address the Drama Office.
4. **Electrical Transcriptions of Radio Programs.** Address the Radio Extension Office.



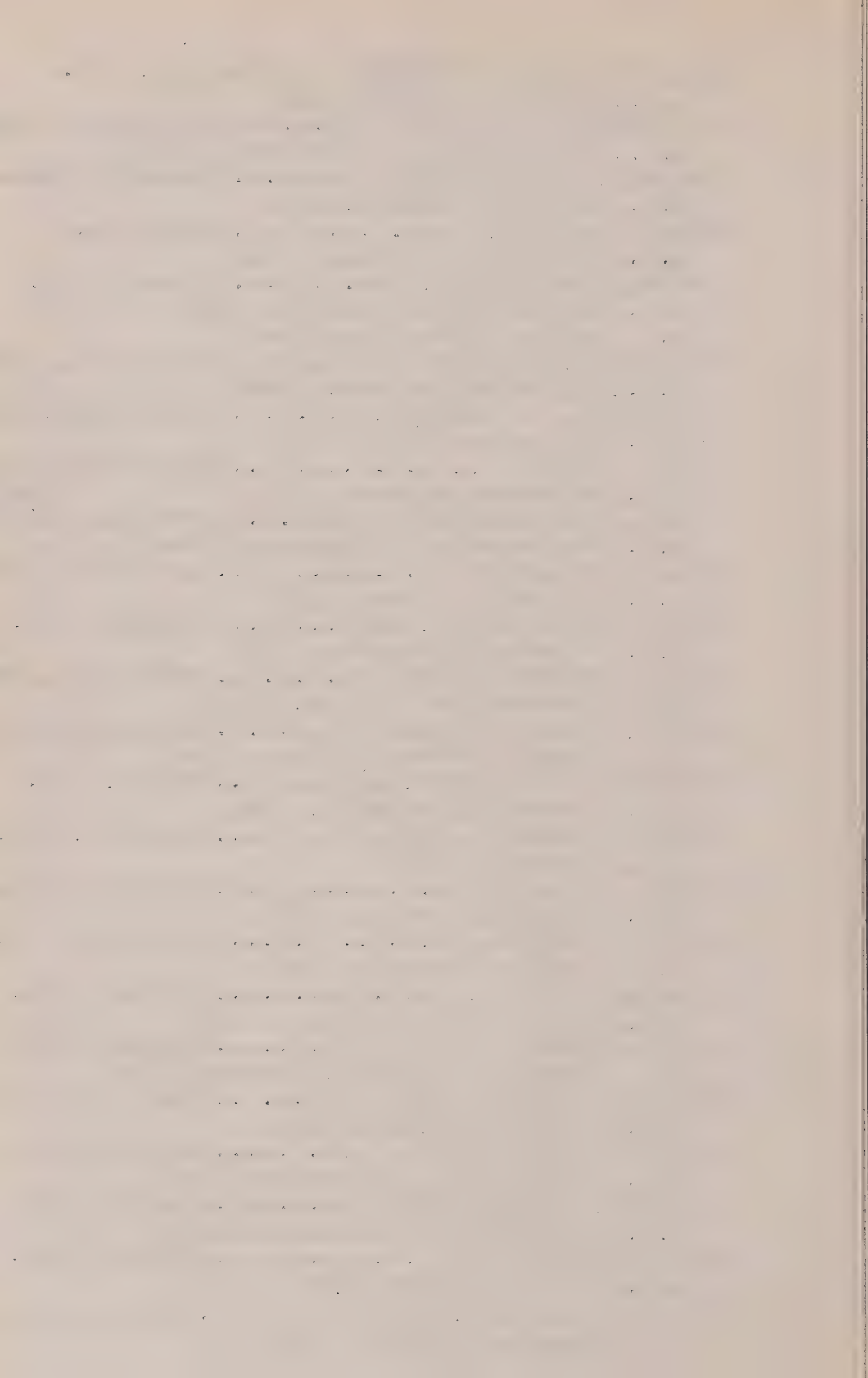
STUDENTS ENROLLED 1943-44

Regular Students

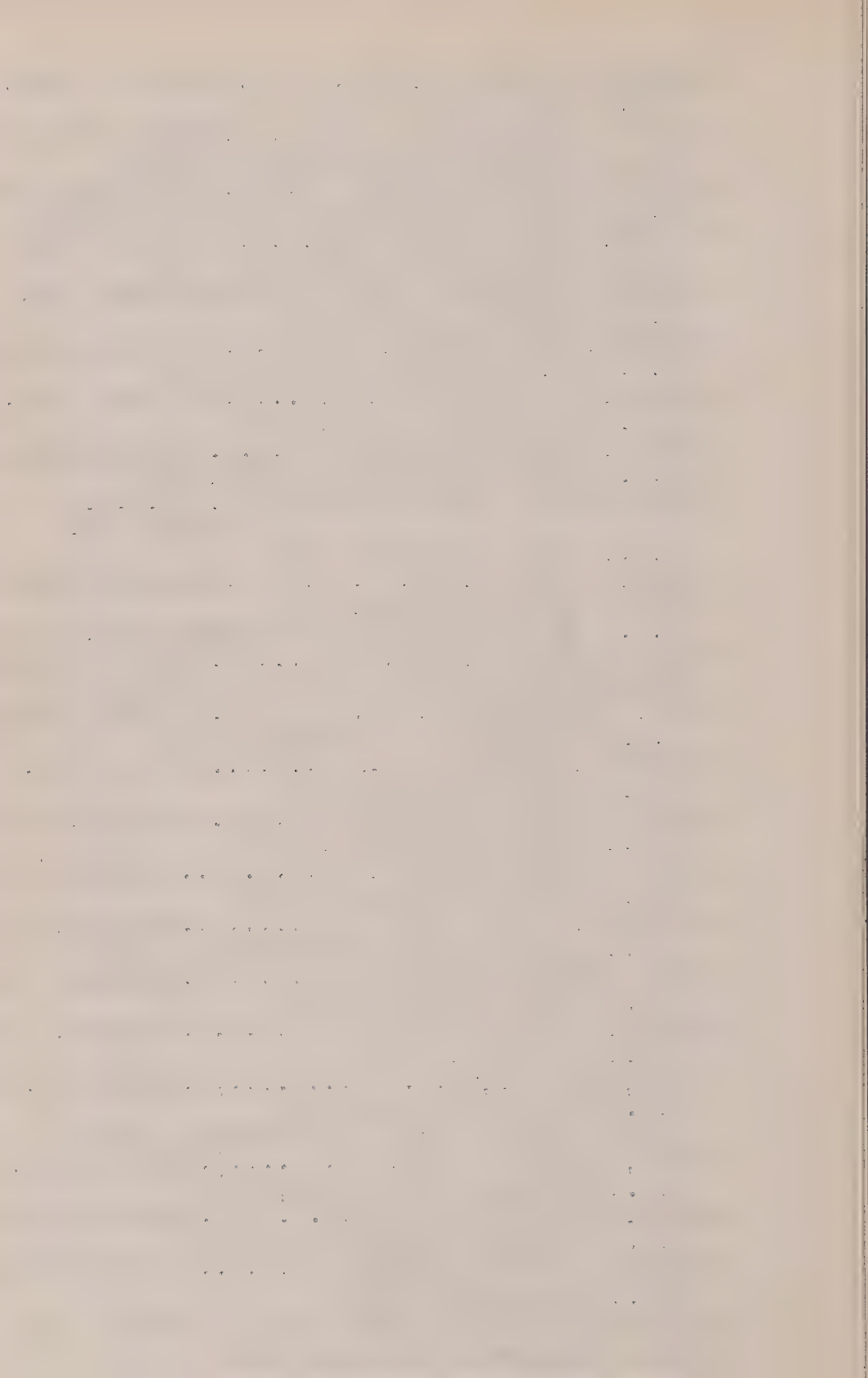
- ABBOTT, JOHN W., a.w.Redlands, Calif.
University of Redlands
- ADAMS, ROY L., sp.a.w.Middlefield, Ohio
A.B., Hiram College, 1941
- AKAKA, ABRAHAM, sp.Honolulu, Hawaii
A.B., Illinois Wesleyan University, 1939
- ALLEY, GEORGE, a.w.Asheville, N.C.
A.B., Berea College, 1943
- AMAN, REX, sp.a.w.Chicago, Ill.
A.B., University of Nebraska, 1940
- ANDERSON, PHILIP ALGOT, a.w. ..Minneapolis, Minn.
A.B. Macalester College, 1943
- ANDERSON, RAYMOND, a.w.Chicago, Ill.
B.A. University of Oklahoma, 1943
- ACKI, MITSUO, sp.w.Hawi, Hawaii
B.A., Drury College, 1940
- AXFORD, ROGER, w.Lincoln, Nebr.
A.B., Nebraska Wesleyan University, 1942
- BAEHR, HERBERT J., sp.a.w.Newton, Kansas
A.B. Friends University, 1940
- BAKER, ELMER EUGENE, sp.a.w. ..Litchfield, Mich.
A.B., Alma College, 1942
- BAKER, GORDON J., sp.Los Angeles, Calif.
A.B., University of California, 1938
- BAKER, MARGARET, sp.a.w.LaCrosse, Kans.
A.B., Park College, 1942
- BALLARD, KENNETH E., sp.Elmira, N.Y.
A.B., Park College, 1939
- BARTHOLOMEW, DONALD I., sp. ...Bellona, N.Y.
A.B., Hobart College, 1939
- BASINGER, CARLUS O., sp.a.w. ..Summerfield, Ill.
A.B., McKendree College, 1942
- BAUCK, HERBERT E., sp.a.w.Chicago, Ill.
B.A., University of Dubuque, 1943
- BEARDSLEY, WILLIAM B., sp.Jackson, Mich.
A.B., Albion College, 1943
- BECK, MARY ALICE, sp.Danville, Iowa
B.A., Grinnell College, 1941
- BERRETH, EDWIN O. sp.a.w.Chicago, Ill.
B.A., Yankton College, 1939
B.Th., Yankton School of Theology, 1940
- BEVILACQUA, JOSEPH J., sp.a.w. .Buffalo, N.Y.
A.B., Tufts College, 1940
- BOARDMAN, HOWARD F., sp.a.w. ...Chicago, Ill.
A.B., Oberlin College, 1941



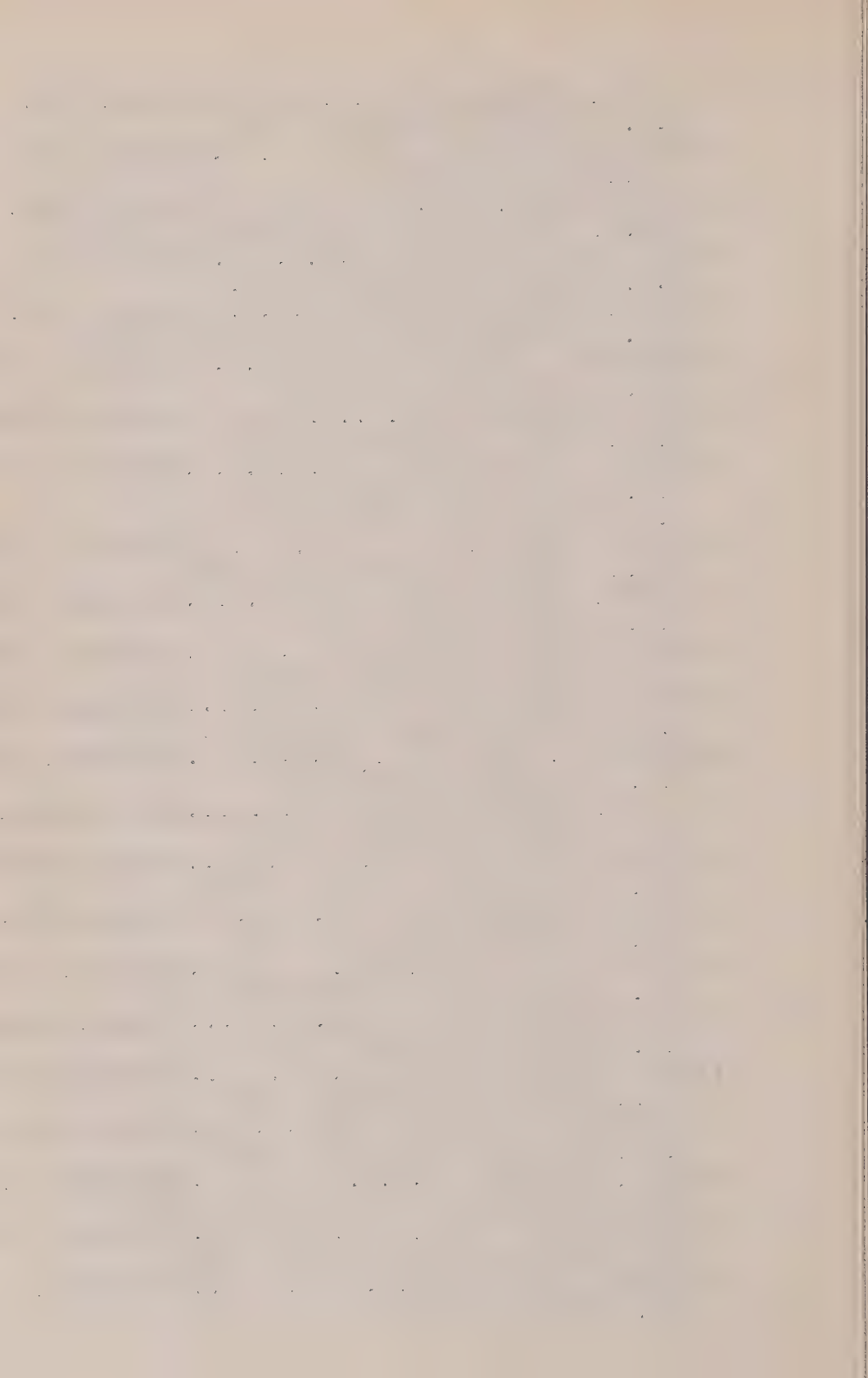
BOARDMAN, JEAN SANDERSON, a .Chicago, Ill.
 A.B., Oberlin College, 1941
 BOLLINGER, CARL JACOB, sp.a.w. Cincinnati, Ohio
 B.A., University of Cincinnati, 1941
 BOXWELL, DANIEL WARREN, sp.a.w. Peabody, Mass.
 B.S., Bowdoin College, 1938
 BOYER, RALPH R., a.w.Irwin, Pa.
 A.B. Heidelberg College, 1943
 BROWN, HAROLD GLEN, a.w.Chicago, Ill.
 A.B. University of Wichita, 1941
 M.A. Butler University, 1942
 BROADBENT, CHARLES DUTHIE, sp. Bridgeport, Conn.
 A.B., Defiance College, 1940
 CHRISTIAN, G. CHILTON, a.w. ...Little Rock, Ark.
 B.A., Philander-Smith, 1939
 CLARK, ROBERT T., a.w.Colorado Springs,
 A.B. Colorado College, 1943 Colo.
 CLARK, WILLIAM HAWLEY, sp.a.w. .Escanaba, Mich.
 A.B., University of Michigan, 1942
 CLAY, SETH ALTON, sp.Eau Claire, Mich.
 A.B., Olivet College, 1932
 COLE, JORDAN DAVID, sp.Chicago, Ill.
 A.B., Ottawa University, 1939
 COPE, EVERETT STEELE, sp.a.w. ..Evansville, Ind.
 A.B., Evansville College, 1942
 DAILY, SHERWOOD SIMON, sp.a.w. .Downers Grove, Ill.
 B.A., North Central College, 1942
 DANBERG, NEIL BYRON, sp.Moline, Ill.
 A.B., Denver University, 1941
 DANNER, NEVIN E., w.Homewood, Ill.
 A.B., Harvard, 1935
 DAVIS, ABRAHAM, sp.Detroit, Mich.
 A.B., Wayne University, 1932
 DECKER, JOHN G., a.w.St. Louis, Mo.
 A.B., Culver-Stockton, 1943
 DEGARMO, JOHN L., a.w.Chicago, Ill.
 A.B., Morningside College, 1942
 de MAR SHIMUN, SADOOK, sp.Lebanon, Syria
 B.A., American College, Persia, 1918
 DIBDEN, ARTHUR JAMES, sp.a.w. ..Pinconning, Mich.
 A.B., Albion College, 1941
 DINKLOCKER, EARL E., a.w.Hazleton, Pa.
 B.A., College of the Ozarks, 1943
 DORSETT, HOWARD MERLE, sp.a.w. ..Denver, Colo.
 A.B. University of Oklahoma, 1942
 DOTEN, MARIAN, sp.Flint, Mich.
 A.B. Albion College, 1941
 DUTTON, HORACE A., sp.Chicago, Ill.
 B.A., Wooster College, 1942



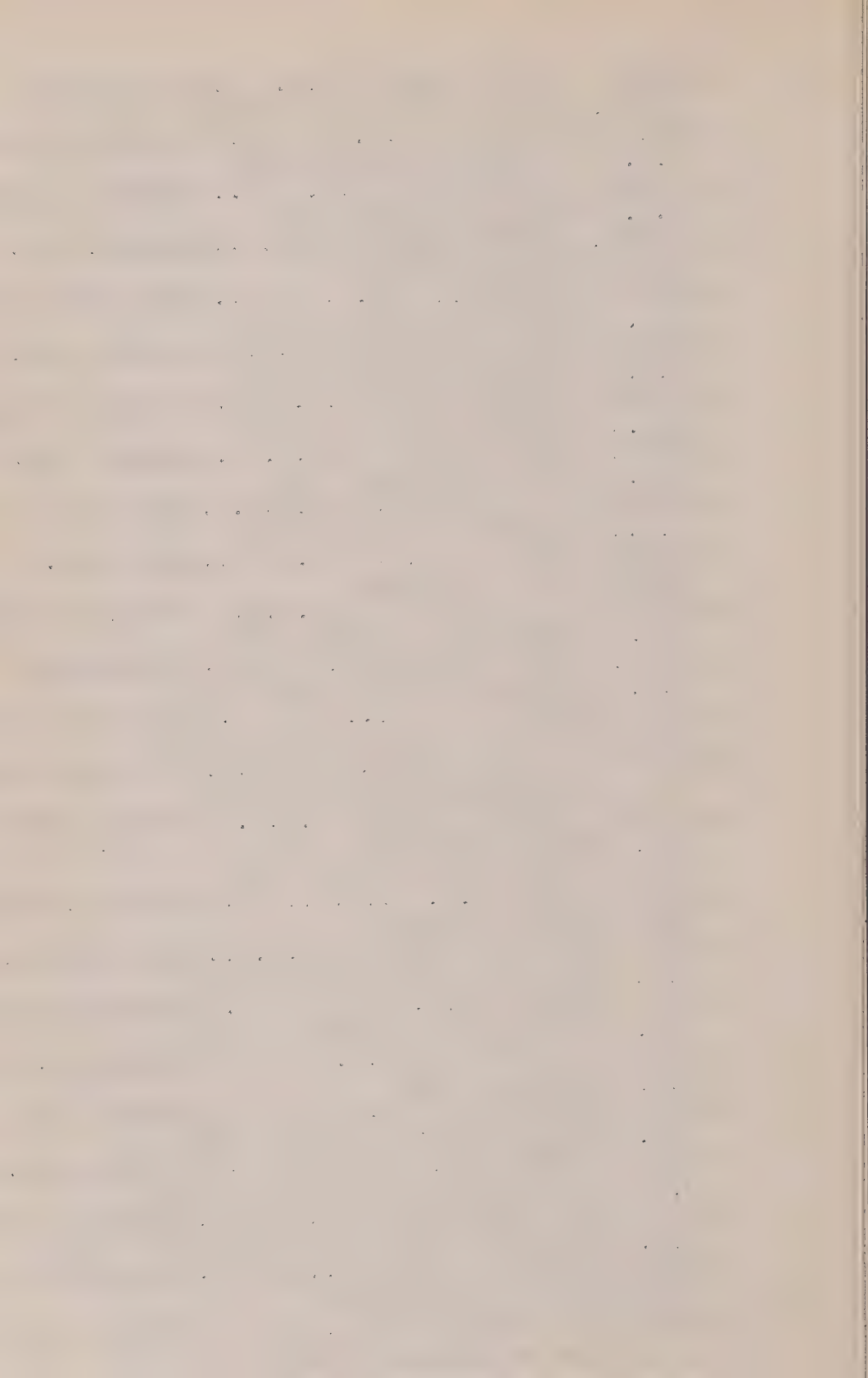
EDYVEAN, ALFRED R., a.w.Detroit, Mich.
 A.B., Wayne University, 1943
 ELKINS, BRODACE, w.Mangum, Okla.
 B.A., University of Oklahoma, 1943
 ELLIOTT, FRANKLIN RUGE, Sp.a.w. Eau Claire, Wis.
 B.S., State Teachers College, River Falls, 1940
 ELPERN, MELVIN HANA, sp.a.w. ..Chicago, Ill.
 A.B., Washington & Jefferson, 1942
 EUBANKS, THADDEUS BRIGGS, sp.w.Savannah, Ga.
 A.B., Georgia State, 1934
 FELIBLE, JOHN EDWARD, SP.a.w. .Stockton, Kans.
 A.B., Ft. Hays Kansas State, 1943
 FENNER, MELVIN R., sp.Big Rock, Ill.
 A.B., Monmouth College, 1940
 FINLEY, HAROLD MARSHALL, sp.a.w. Bloomington, Ill.
 B.S., Northwestern University, 1933
 FITZPATRICK, THOMAS MALLARY, JR.,sp.a.w.
 Vienna, Ga.
 A.B., Asbury College, 1939
 FOLTZ, CARFON E., a.Detroit, Mich.
 B.A., Adrian College, 1929
 M.A., Teachers College, Columbia Univ., 1939
 FORD, RICHARD L., sp.Detroit, Mich.
 Albion College, University of Chicago
 FORD, PATRICIA, a.Detroit, Mich.
 A.B., University of Chicago, 1943
 FUKUYAMA, YOSHIO, a.w.Crete, Nebr.
 A.B., Doane College, 1943
 GANT, CHARLOTTE SISTLER, sp.a.w. Chicago, Ill.
 A.B., Illinois College, 1937
 GANT, WALTER HAMILTON, sp.a.w. ...Chicago, Ill.
 A.B., Illinois College, 1938
 GARRIOTT, CHRIS TROY, a.Cameron, Ill.
 A.B., James Millikin University, 1938
 GATES, EDWARD DWIGHT, sp.Chicago, Ill.
 B.A., Beloit College, 1943
 GAULKE, MAXWELL RICHARD, sp.a.w. .Chicago, Ill.
 A.B., Anderson, 1933
 GOMKE, EDWIN C., a.w.Martin, N.Dak.
 B.A. Yankton College, 1941
 B.Th. Yankton School of Theology, 1942
 GRANT, ERNEST C., sp.a.w.Syracuse, N.Y.
 A.B., Syracuse University, 1941
 GRANT, ROBERT DAY, sp.a.w.Pennellville, N.Y.
 A.B., Syracuse University, 1939
 GREAVES, DORIS GERTRUDE, sp.a.w..St,Paul, Minn.
 A.B., Macalester, 1941
 HALVORSON, HARMOND JOHN, sp.....Hudson, Wis.
 B.A., Augustana College, 1941



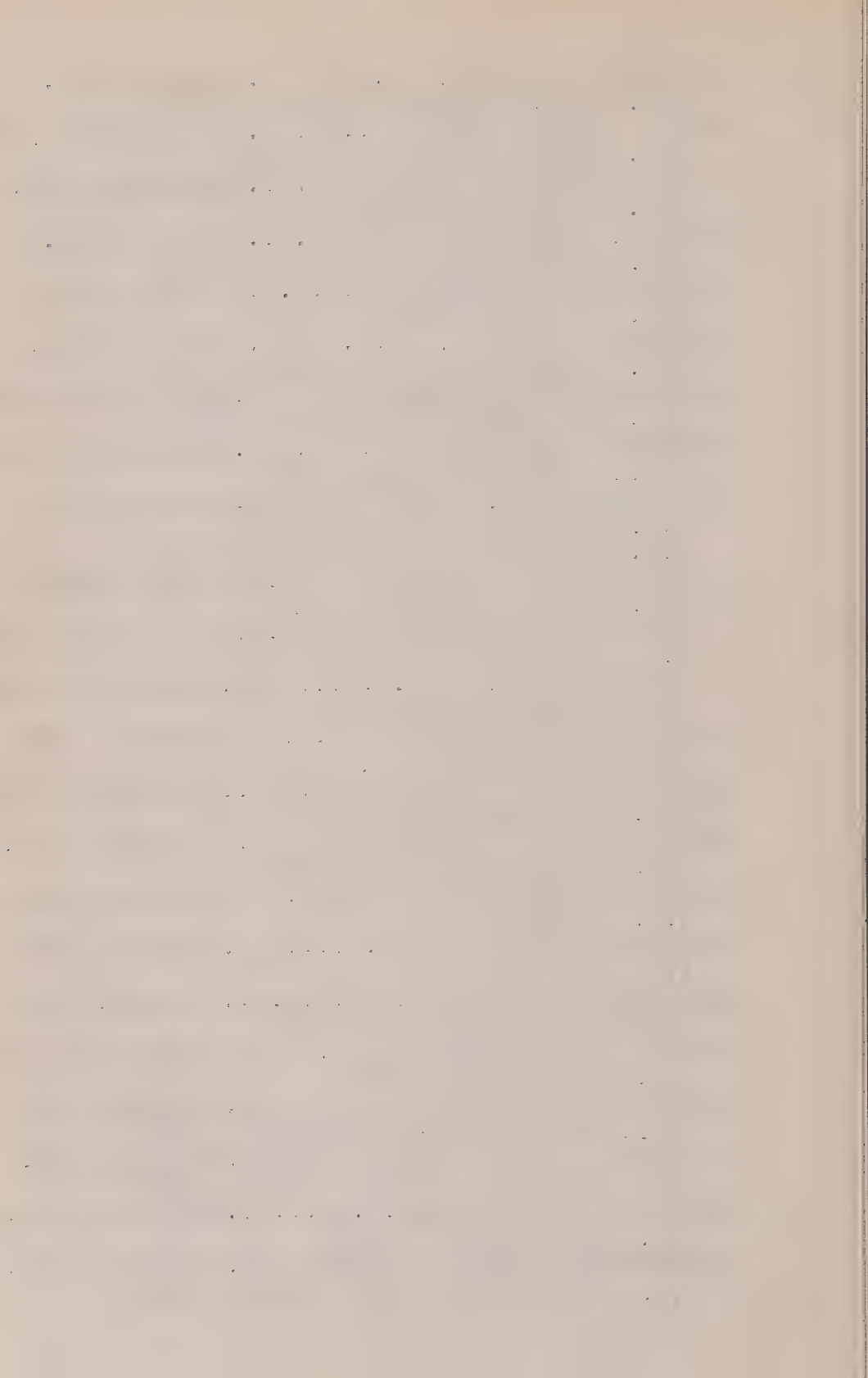
HANOVER, FREDERICK, sp.Chicago, Ill.
 M.A., Tulane University, 1936
 HARRISON, CHARLES L, sp. a.Newark, Ohio
 A.B., Denison, 1940
 HATCH, JOHN S., a.w., Chicago, Ill.
 B.B.A., University of Minnesota, 1938
 HELD, DAVID MERRITT, sp.a.w. ...Des Plaines, Ill.
 B.A., Beloit College, 1943 ..
 HEPLER, ORVILLE MELVIN, sp.a.w. Chicago, Ill.
 B.A., University of South Dakota, 1941
 HERRINGTON, DONALD COWLEY, sp.a.w., Topeka, Kans.
 B.A., Ohio Wesleyan, 1928
 HIRST, ROSEMARY, a.w.Detroit, Mich.
 A.B., Wayne University, 1940
 HOLMES, WALTER ROBERT, sp.a.w. ...Chicago, Ill.
 A.B., Wheaton College, 1938
 A.M., University of Illinois, 1939
 HOWLETT, JOHN F., aStreator, Ill.
 B.A., Sioux Falls College, 1937
 HULBURT, DAYTON DAVID, sp.a.w. ...Oak Park, Ill.
 A.B., Berea College, 1942
 HUMMON, DORIS TAYLOR, sp.Chicago, Ill.
 A.B., Baker University, 1941
 HUMMON, SERGE FLOYD, sp.Chicago, Ill.
 A.B., Ohio Wesleyan University, 1939
 HUTSLAR, C. FRED, JR., sp.a.w. ...Pasadena, Calif.
 A.B., Chapman College, 1940
 JACKSON, WALTER NEALE, sp.New Bedford, Mass.
 A.B., Brown University, 1939
 JOHNSON, LAWRENCE, a.w.Bangor, Mich.
 A.B., Morningside College, 1940
 JOHNSON, MITCHELL C., a.w.Yoakum, Tex.
 A.B., Tillotson College, 1943
 JOSLYN, OTIS WILBRA, a.w.Chicago, Ill.
 B.A., University of Minnesota, 1943
 KAWANO, YOSHITERU, sp.a.w.Tacoma, Wash.
 B.A., College of Puget Sound, 1941
 KLINK, THOMAS WILBUR, sp.a.w.Forest Grove, Ore.
 A.B., Pacific University, 1942
 KLINKSICK, CHARLES T., sp.Toledo, Ohio
 B.A., Capital University, 1938
 KNIGHT, BARBARA, sp.a.w.Minneapolis, Minn.
 B.A., University of Minnesota, 1942
 KOENIG, ROBERT EMIL, a.w.Hinsdale, Ill.
 S.B., University of Chicago, 1941
 LEFEVRE, PERRY D., a.w.New Paltz, N.Y.
 A.B., Harvard, 1943



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 B.B.A., University of Minnesota, 1941
 LONG, DAVID OWEN, sp.a.w.Virginia, Ill.
 A.B., Illinois College, 1942
 LUNDBERG, STANLEY D., a.w.Peterson, Iowa
 B.A. Findlay College, 1943
 MC AFEE, LAPSLEY MALCOLM, sp. ..Chicago, Ill.
 University of Chicago
 MAHOOD, LELAND H., a.w.Santa Cruz, Calif.
 B.A., Whittier College, 1943
 MARKER, GEORGE CLIFFORD, sp.a.w. Geneva, Ill.
 B.A., Grinnell College, 1935
 MATTHEWS, ALDEN EWART, a.w.Grinnell, Iowa
 B.A., Grinnell College, 1943
 MECKEL, MYRON EUGENE, sp.a.w. ...Steger, Ill.
 B.A., Yankton College, 1942
 MESSERSMITH, LAUREN H., sp.a.w. .Lake Villa, Ill.
 A.B., Nebraska Wesleyan, 1935
 MEYNERS, JOBOB, a.w.Hunt, Tex.
 University of Redlands
 MIHAYLOVSKA, KALINA G., sp.a.w. .Sofia, Bulgaria
 B.S., Schauffler College, 1938
 MILLER, GEORGE FREDERICK, sp.a.w. Washington, D.C.
 B.A. University of Oklahoma, 1943
 MILLS, DONALD, a.Union Grove, Wis.
 B.E., Central State Teachers, 1934
 MORRISON, TRUMAN ALDRICH, sp.a.w. Chicago, Ill.
 A.B., Birmingham-Southern, 1941
 NESMITH, RAYMOND ALLEN, sp.a.w. ..Wilson, Kans.
 A.B., Kansas Wesleyan, 1937
 M.E., Kansas University, 1942
 OSBORN, HELEN, a.w.Columbus, Ohio
 Ohio State University
 OLSON, EMERALD LIVERN, sp.a.w. ..West Chicago, Ill.
 B.A., Iowa State Teachers, 1932
 OZAKI, SHIGEO, sp.a.w.Honolulu, Hawaii
 A.B., University of Hawaii, 1941
 PALMER, SHERWOOD, sp.a.w.Yankton, S. Dak.
 B.A., Whitman, 1942
 PARKER, EVERETT C., sp.Chicago, Ill.
 A.B., University of Chicago, 1935
 PAULLUS, BETTY ANN, sp.Columbia, Mo.
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 PHILO, HARRY ELLWOOD, sp.a.Edgerton, Wis.
 B.S., Michigan Normal (Mt. Pleasant) 1940
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 B.A. Yankton College, 1938



PRESNALL, LEWIS F., a.w.Chicago, Ill.
 A.B., N.W. Nazarene College, 1936
 READ, CHARLES, sp.a.New Carlisle, Ind.
 A.B., Taylor University, 1942
 REED, LINCOLN Y., a.w.Grayslake, Ill.
 A.B., Boston University, 1943
 RIDDLE, CHARLES W., sp.a.w. ..Chicago, Ill.
 B.A., University of Oklahoma, 1941
 RILEY, LYMAN WALTER, sp.a.w. .Chicago, Ill.
 B.A., Oberlin College, 1940
 ROBBINS, SAMUEL D., a.w.Belmont, Mass.
 B.S. University of Wisconsin, 1943
 ROBISON, ROBERT PAUL, sp.Montpelier, Ohio
 A.B., Ohio State University, 1940
 SAMPSON, THOMPSON, w.Mundelein, Ill.
 B.S., Bowdoin College, 1939
 SCHLARETZKI, W. ERNEST, sp.a.w. Decatur, Ill.
 B.A., Monmouth College, 1941
 M.A., University of Illinois, 1942
 SCHLEIFFARTH, WILLIAM E., sp.a.w. St. Louis, Mo.
 B.A., Culver-Stockton, 1942
 SCHOONMAKER, THEODORE C., sp.w.a. Chicago, Ill.
 B.S., Boston University, 1942
 SHOWN, W. KYLE, sp.a.w.Knoxville, Tenn.
 A.B., Berea College, 1941
 SINCLAIR, EDITH ANNA, a.w.Gardner, Kans.
 Baker University
 SMITH, CURTIS WARREN, sp.a.w. ..Farmington, Conn.
 B.A., Wesleyan University, 1938
 SMITH, PHILLIPS BROOKS, sp.Westmont, Ill.
 A.B., Earlham College, 1942
 SMUCKER, MARY EMILY, sp.a.w. ...Wooster, Ohio
 B.A., Wooster, 1942
 SMUCKER, JAMES R., a.w.Wooster, Ohio
 B.A., Wooster, 1943
 SPRAGUE, RUTH LOUISE, sp.a.w. ..Chicago, Ill.
 B.S., Lewis Institute, 1942
 SPYKER, FRED BOWERS, sp.Centre Hall, Pa.
 B.A., Penn State, 1939
 STANTON, CONSTANCE E., sp.Chicago, Ill.
 B.A., Montana State University, 1940
 STANTON, LAWRENCE LLOYD, sp.a.w. Chicago, Ill.
 A.B., College of Mines (Texas), 1941
 STAVES, WALTER H., sp.Oak Park, Ill.
 B.A., Coe College, 1938
 STONESTREET, WINNIE LOUISE, a.w. Chicago, Ill.
 B.A., Baptist Mis. Trg. School, 1942



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 Oberlin College
 TELFER, JOHN H., w.Hartland, Wis.
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 THOMSON, LEON, sp.a.w.Chicago, Ill.
 A.B., Southwestern College, 1931
 TOLSON, GEORGE R., sp.a.w. ...Berkeley, Calif.
 A.B., University of California, 1938
 UBBELOHDE, KENNETH H., sp.a.w. New Richmond, Wis.
 Ph. B. University of Wisconsin, 1942
 UMBECK, PAUL F., sp.a.w.Chicago, Ill.
 B.A., Elmhurst College, 1941
 URATANI, MICHIZO, sp.a.w.....Shigo, Japan
 B.A., Doshisho University, 1938
 WAKAI, MAS., a.w.Honolulu, Hawaii
 B.A., University of Hawaii, 1939
 B.D., Pacific School of Religion, 1942
 WALKER, EVERETTE L., sp.a.w. .Knoxville, Ill.
 A.B., Knox College, 1943
 WARING, E. GRAHAM, a.w.Washington, D.C.
 B.A., Southern Methodist University, 1943
 WEDEL, ALFRED DELMAR, sp.Aberdeen, Idaho
 A.B., Bethel, 1942
 WENSTROM, DONALD ALBERT, sp.a.w. Chicago, Ill.
 B.S., University of Iowa, 1942
 WHIPPLE, LAUNA MAE, a.w.Parkville, Mo.
 A.B., Baker University, 1943
 WICHLEI, RICHARD JOHN, sp.a. ...Binghamton, N.Y.
 A.B., Syracuse University, 1941
 WIEBE, ORLANDO ROY, sp.a.w.Aberdeen, Idaho
 A.B., Bethel College, 1942
 WILKE, HAROLD H., sp.....Columbia, Mo.
 University of Missouri
 WRIGHT, WILBUR J., a.w.Culver City, Calif
 A.B., Monmouth College, 1941
 YATES, ROBERT OWEN, sp.a.w.....Cedar Rapids, Ia.
 B.A., Culver-Stockton, 1941
 YODER, HARRY WALTER, a.w.Chicago, Ill.
 A.B., Kalamazoo College, 1944
 ZOPPEL, RICHARD R., sp.a.w.Columbus, Ohio
 B.S., Ohio State University, 1942

THOMAS, JOHN W., w. Locke's Mills, N.
 Oberlin College
 THOMAS, JOHN W., w. Fairfield, Wis.
 University of Wisconsin
 THOMSON, LEO, sp. s. w. Chicago, Ill.
 A. B., Rosewood College, 1931
 TOLSON, GEORGE E., sp. s. w. Berkeley, Calif.
 A. B., University of California, 1938
 URSBUDER, KENNETH E., sp. s. w. New Richmond,
 Ill. B. University of Wisconsin, 1942
 URSCH, PAUL E., sp. s. w. Chicago, Ill.
 F. A., Kalamazoo College, 1941
 URSCH, MICHAEL, sp. s. w. Tokyo, Japan
 F. A., Keio University, 1938
 WAKI, KAZUO, s. w. Honolulu, Hawaii
 F. A., University of Hawaii, 1942
 WALKER, HENRY L., sp. s. w. Knoxville, Ill.
 A. B., Knox College, 1941
 WALKER, E. GRAHAM, s. w. Washington, D. C.
 F. A., Southern Methodist University, 1941
 WELSH, ALBERT BRIMAN, sp. Aberdeen, Idaho
 W. A. B., Bethel, 1942
 WENSTON, HOWARD ALBERT, sp. s. w. Chicago, Ill.
 B. A., University of Iowa, 1942
 WILKIE, LAMAR W., s. w. Parkville, Mo.
 A. B., DePaul University, 1942
 WICKLIFF, HERBERT JOHN, sp. s. Richardson, N.
 A. B., Syracuse University, 1941
 WILSON, CHAS. ROY, sp. s. w. Aberdeen, Ida.
 A. B., Bethel College, 1942
 WILSON, HAROLD R., sp. Columbia, Mo.
 University of Missouri
 WRIGHT, WILLIAM J., s. w. Oliver City,
 A. B., Leavenworth College, 1941
 YATES, ROBERT OWEN, sp. s. w. Cedar Rapids,
 N. A., Oliver-Stockton, 1941
 YOUNG, HARVEY WALTER, s. w. Chicago, Ill.
 A. B., Kalamazoo College, 1944
 ZOTT, RICHARD R., sp. s. w. Columbus, Ohio
 B. A., Ohio State University, 1942

SPECIAL STUDENTS

(Students who are not candidates for a degree)

BAKER, BETTY, sp.Los Angeles, Calif.
A.A., Glendale Jr. College, 1938 Spec.
BECK, FOSTER M.Chicago, Ill.
Student-at-large
BILLINGS, LILLA K., sp. ...Chicago, Ill.
Student-at-large
BILLINGS, MILDRED K. sp. ..Chicago, Ill.
A.B., University of Chicago, 1916 Spec.
BROWN, ALBERTA Z., a.Chicago, Ill.
A.B., University, 1942 Spec.
BURDICK, CHARLES H., sp. ..Chicago, Ill.
B.D., C.T.S., 1902 Grad.
FINLEY, JEAN ROWLEY, a.w. .Chicago, Ill.
University of Chicago Spec.
GRANT, HELEN LAURA, sp.a. .Syracuse, N.Y.
B.S., Syracuse University Spec.
GRISWOLD, KATHERINE, sp....Chicago, Ill.
University of Wisconsin Spec.
HOOVER, LLOYD F., w.Chicago, Ill.
B.D. Garrett Biblical Inst. Grad.
Kaufmann, Peter, sp.Chicago, Ill.
Bethany Seminary Spec.
LOPEZ, AMY KATHLEEN, sp. ..Kingston, Jamaica
B.A., University of Wisconsin, 1929
MA., Columbia University, 1932 Spec.
MAUNDER, LEONARD H.Seward, Ill.
Kalamazoo College Student-at-large
MECKEL, CYNTHIA ANNE, sp. .Chicago, Ill.
Gustavus Adolphus Spec.
MELIN, HENRY E., sp.Chicago, Ill.
University of Chicago undergraduate
MIHO, KATSUSO, w.Honolulu, Hawaii
B.D., Yale Divinity School Spec.
MURPHY, ALICE E., w.Boston, Mass.
Student-at-large
RINCK, SUZANNE G., sp.San Leandra, Calif.
A.B., Ottawa University, 1934
A.M., University of Chicago, 1940 Spec.
SAFRAN, JOHN, sp.Detroit, Mich.
L.L.B., Detroit College of Law, 1931
VAN ZANDT, PHYLLIS, sp.Barrington, Ill.
S.A., Northern Ill. State Teachers, 1939 Spec.

